

Warwick students defy court order

from Jane Headley

COVENTRY Students occupying Warwick University's administration centre and the telephone exchange sat tight this week despite an impending threat of police eviction.

At a packed meeting in the university's art centre on Tuesday, over 1,500 students voted overwhelmingly to continue the occupation and defy an appeal court ruling to vacate the building. The meeting also voted that in the event of the police being brought in students would leave immediately and take possession of the art centre instead.

Last week the university's application to the high court for an order for possession of the occupied building was refused. Mr Justice May said the correct procedure for identifying those in occupation had not been adopted because only five students were named on the writ.

Then last Friday Lord Denning, Master of the Rolls, ruled in the appeal court that the law had been interpreted too narrowly, and granted the order.

Subsequently the under sheriff for the county visited the occupied premises and formally asked the students to leave. They refused and were warned that further steps would be taken to enforce the high court order. Speculation mounted as to when the police might arrive.

Mr Kasper de Graaf, president of the Warwick students' union, said that the union was now seriously concerned about the ruling's possible effect on students in

future occupations. "Throughout the occupation the university has taken no reasonable steps to determine who is actually in the building," Mr de Graaf added.

The occupation, which is in protest against rent increases in university accommodation, is now in its fourth week. Before the appeal court's decision was known, a student union general meeting voted to end the sit-in on the basis of four demands: no victimization of students involved in the occupation; senate to meet to consider 1974-75 rents; negotiations to start on 1975-76 rents; a UGM to be held the next day to consider if these demands have been met.

"The university refused to call a meeting of senate to discuss present rent levels. The UGM had in alternative, therefore, but to vote the next day to stay in. Now we have got no option but to continue the occupation," Mr de Graaf said.

Colonel Robert Hornby, development officer of Warwick University and university spokesman on the occupation, said that the university was still prepared to discuss the 1975-76 rent levels. "But at this stage with 75 per cent of the year gone by the university cannot do retrospective finance."

"If we can get back into Senate House administrative building by next Monday then we will be able to schedule the programme of examinations for a week later," Colonel Hornby said. He warned, however, that delays in publication of results could be considerably longer if the deadlines of internal examinations or examining boards could not be met.

'London's federal nature threatened'

by Laura Kaufman

Fundamental constitutional changes were being proposed by London University in six new statutes, Mr Blom-Cooper, QC, told a committee of the Privy Council on Wednesday.

For three days the committee—Lord Morris of North-West, Lord Kilbrandon and Lord Simon—had heard Professor John Griffith, professor of law at the London School of Economics, and Mr Louis Blom-Cooper, QC, joint director of the legal research unit at Bedford College, present four petitions asking the Privy Council to disallow the new statutes, which stem from the Murray report into the governance of London University.

These would make the vice-chancellor a full-time salaried academic and administrative head of the university elected for four years with the possibility of reelection for another four years. Instead of being elected annually and being simply the academic head of the university as at present.

The Murray Report recommended that the vice-chancellor should be the full-time academic and administrative head of the university, which aroused the opposition of six-sevenths of the university's teachers, Professor Griffith said.

The two petitions have maintained that the new statutes should be disallowed because they conflict with the University of London Act, 1926, which says the university may make statutes in accordance with the Hilton-Young report of that year,

with only minor modifications, and only with the consent of the schools, after facilitating and allowing any school or person affected to make representations.

They have maintained that the changes would result in a massive transfer of power from the colleges to a small committee of London University, thus destroying its federal nature.

They have argued throughout the three days that the university prevented discussion and representations against the proposed change in the role of the vice-chancellor, while the university, represented by Mr Hugh Francis, QC, denied this.

Mr Blom-Cooper said: "Under the proposed new statutes, the vice-chancellor becomes an administrator as well as an academic head. He ceases to teach, he ceases to be engaged in research, and if one takes into account the role of vice-chancellors at civic universities, he really ceases to be an academic and becomes an administrator responsible for organizing finance and the making of academic policy."

Professor Griffith strongly objected to the Murray report's proposal to set up a joint committee of court and senate for planning and development (JCCP) consisting of 15 people and chaired by the vice-chancellor, which would have substantial powers of financial and academic coordination and direction.

Since then, the university has set up a joint committee of planning and development, but it maintained on Tuesday that this was merely a

coordinating and discussion body. Academic decisions were subjective, said Professor Griffith, and gave the power to determine academic priorities to a small committee body must be wrong.

Mr Hugh Francis, QC, representing the University of London, said that no change in the composition of the powers or functions of the governing bodies of the university was being proposed.

The only constitutional change were that the appointment of the vice-chancellor by the senate would in future require the concurrence of the court, and if the statutes were approved, in future the vice-chancellor would not be elected annually but at four year intervals with the possibility of being re-elected once. He accepted that making the vice-chancellor both the administrator and academic head was a change.

The new statutes related exclusively to the appointment, tenure and terms of office of two senior officers of the university—the vice-chancellor and the principal—and their relationship. "These two distinct offices are now and will remain subject to the overall control of the senate and the court. They have always been under the control of the governing bodies of the university."

The new statutes did not in any way alter the federal structure of the university as it was established by the London University 1926 Act. They did not diminish in any way the power of any part of the university and did not involve any transfer of power from the constituent parts to the centre.

Their Lordships said they would report to the Queen in Council as soon as possible.

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University costs must be cut, Crowther-Hunt warns

by David Walker

Plans for further cuts at universities and formal machinery linking them with polytechnics have been outlined by the Government in a series of consultations with higher education and local authority leaders.

Tomorrow Lord Crowther-Hunt, Minister for Higher Education at the Department of Education and Science, will complete the hectic round of meetings when he addresses the conference of the Association of Teachers in Technical Institutions. He will tell them the new cooperation across the binary line must be a "reciprocal process."

Lord Crowther-Hunt has told the universities that the staff-student ratio must fall, numbers of post-graduates and overseas students must be cut, and costs reduced by new teaching methods and increased efficiency in the use of buildings.

At the Association of University Teachers conference last week, Lord Crowther-Hunt described areas where universities had to make savings. These included student accommodation, the balance between teaching and research, capital spending and numbers of hours taught.

He also warned that too many resources were going into the teaching of postgraduates.

Before suggesting the idea of polytechnic-university coordinating boards, Lord Crowther-Hunt last week discussed the matter with the Committee of Vice-Chancellors and Principals, the Council of Local Education Authorities and the University Grants Committee.

A representative of CLEA, Mr Peter Sloman, education officer of the Association of Metropolitan Authorities, said the idea of co-operation between the two sectors of higher education was something they had welcomed for some time. They were very glad that the universities, which traditionally had not welcomed joint exercises, had been brought into the discussions.

University teachers are puzzled as to how early in the planning process Lord Crowther-Hunt's speech had been made. Professor William Wallace, president of the AUT, said that while in the past the DES had not attempted to sit down with



parties about to be executed, he hoped that universities and Government could now go on to "serious discussions". However, the AUT would be reluctant to become embroiled in any formal machinery of consultation.

Sir Alex Smith, chairman of the Committee of Directors of Polytechnics which met Lord Crowther-Hunt on Monday, said he expected Government decisions on necessary savings in educational expenditure to be made soon.

Some university principals welcomed the public airing of the need for economies. Sir Arthur Armitage, chairman of the GCVP, said last week that it was a tribute to the university teachers that Lord Crowther-Hunt had broached these matters at their conference.

Randall urges freeze on rents

by David Hencke

A call for a national rent freeze was made by Mr. John Randall, president of the National Union of Students, this week after the Government announcement of a 22 per cent increase in grants from September 1.

Students will receive £740 a year in the provinces, £810 if they live in London or £570 if they live at home. The £740 grant was predicted in *The Times* on April 4 and is the minimum increase needed to keep pace with inflation. The NUS had asked for £845, an increase of £240 above the present rate of £605.

Parental contributions are to be considerably eased with a £600 increase in the minimum contributory level. This will be raised from £1,600 to £2,200 and there will be reductions in contributions for parents earning between £2,200 and £3,400.

The Government is also extending mandatory awards to all initial teacher training courses, Higher National Diploma and Diploma of Higher Education courses.

Discrimination against the sexes is to be removed by abolishing the £475 grant for married women and replacing it with a full grant; by allowing married women to claim for their husband and dependents on the same basis as married men; by raising the age from 21 to 25 when parental contributions will cease for women students to bring it into line with men and by extending to widowers the allowances which already apply to widows.

The Government is to abolish the allowances for school expenses and covenants which affect parents who are children, a direct grant and public schools while their eldest child is at university. There will be allowances on a new three-tier system for children in the family while older children are at university.

Other increases cover an extra £20 for disabled students (now £120); an extra £1.75 per week (now £10) for students on a discretionary education hardship allowance and increases for students on weekly grants during vacations while they are studying.

Students will, however, have to accept the first £22 of travel expenses in their grant instead of £18 at present.

Mr John Randall, president of the NUS, said: "This is a disappointing settlement especially if students are not taking degree courses." Mr Randall said that the present increase was just enough to cover the inflation on transport, clothing and books. There would need to be a rent freeze for the next year in all colleges, universities and polytechnics.

This major innovation in government practice—creating what is virtually a social services minister—was agreed at an unprecedented meeting of the ministers concerned with social spending last week. Mr Wilson was in the chair. The departments involved, in addition to the Treasury, are: Education and Science, Health and Social Security, Environment, Employment and the Home Office.

Before the meeting was a Cabinet paper setting out the Joint Approach to Social Policy (JASP). In approving it, Mr Prentice and the other ministers have committed themselves to adjust their individual departmental priorities and policies in the light of joint decisions. They will switch resources between their

Nursery protest at LSE

The director's office at the London School of Economics was occupied last week in protest against inadequate nursery facilities.

The occupation lasted from Thursday morning to Friday afternoon when the school's general purposes committee met to discuss the students' demands. Although only about 20 students were in the office at any one time, about 100 turned up at a meeting in support of the occupation.

They are asking for two large rooms (currently used as lecture rooms) which would cover the present demand for nursery facilities for about 30 children of both staff and students.

And they are protesting about the possibility of a parish hall basement being converted by the school for use as a nursery.

A spokesman said the school was in favour of a nursery, but a decision had been delayed until the size of next year's grant was known.

Tory warning on Land Bill

Mr Prentice, Secretary of State for Education, is on his way to inaugurating a new "dark age" in British higher education, according to a leading Conservative spokesman on education.

In a speech last week, Dr Keith Hampson, MP, said Mr Prentice was swinging his axe at random against the universities. He doubted whether, for example, he realized the consequences for the universities of the Community Land Bill which would prevent universities making use of their freehold land for development.

University costs could be increased by the operation of the Community Land Bill according to the Committee of Vice-Chancellors and Principals. Mr Prentice has written to Mr Anthony Crosland, secretary of State for the Environment, asking for changes in the operation of the bill.

'Clear Iranians' campaign launched

by Sue Roid

A country-wide campaign has been launched to clear 21 Iranian students arrested outside the Iranian Embassy in London on April 29 as they staged a protest about the death of nine political prisoners in Iran.

Meetings, organized by the World Iranian Students' Confederation, are being held in universities and colleges throughout Britain. They have won wide support, a London-based member of the confederation claimed this week after a successful meeting at Bradford University.

The woman, who refused to reveal her name, said the confederation had set up a special defence committee with the aim of getting the charges dropped. She said the committee hopes to provide a watertight defence for the students, who were released on bail last week and will appear in court again on May 29.

Support has come from the National Union of Students which has urged the Home Secretary to drop the charges after what

the NUS claims, was a peaceful sit-in at the Embassy.

The Lancaster University students' union has passed a motion condemning the Department of Public Prosecutions for using "notorious conspiracy laws to try these students for their non-violent protest".

The union supports the Iranian students' fight against political terrorism and have sent their views to the Home Secretary and the Iranian Embassy.

The anonymous member of the Iranian students' confederation claimed that Iranian students in normal university or college life because of possible reprisals from SAVAK, the Iranian secret police, which she said, had agents in Britain.

She called on the British government to stop secret police activities among the students and pinpointed the Bradford who, she alleged, were frightened away from the university.

Iranian students were reluctant to attend any meetings in case their movements were noted, she said.

And students who were politically active in any way were loath to return to Iran. There, she said, they might disappear altogether or have their passports taken away.

The same fears were expressed by another Iranian, a full-time student at Bradford University. He alleged SAVAK agents were active in Bradford where they were able to move about freely with student identity cards although often never completing their studies.

As well as full-time and part-time agents there were also unpaid agents operating in Bradford, he believed. These included Iranians trying to prove loyalty to their country and government so they could visit their families in Iran.

He warned that Britain might be banned as an educational base for Iranians. This, he claimed, had already happened in West Germany and Italy where students had successfully stopped repression. Now Iranian students leaving their country to study in Europe had to sign documents promising not to attend university or college in either of these countries.

Manpower planning to be increased

from page 1

my idea of getting the most value out of the expensive education provision we are making."

Lord Crowther-Hunt's remarks were interpreted by some observers as a modification or an extension of the Robbins principle that courses of higher education should be available for all students qualified by ability and attainment to pursue them and wish to do so, which had been interpreted as meaning student demand wherever it arose.

Lord Robbins said this week that he had not seen a detailed account of Lord Crowther-Hunt's speech. He thought, however, that it would be difficult to match students to manpower needs.

A vast amount of research into manpower planning here and in countries such as Russia had produced negative results. He predicted a system that would produce graduates rather than forcing students into narrow specialisms, he said.

Swann heads study group

Sir Michael Swann, chairman of the BBC and former vice-chancellor of Edinburgh University, is to chair a working group on British universities and overseas development aid, set up by the Inter-University Council for Higher Education Overseas.

NEXT WEEK

What's wrong with higher education by Ronald Fletcher

AUT conference and Lord Crowther-Hunt's speech

Special section on philosophy books including reviews by Maurice Cranston and Steven Lukes

Colleges and the CNAAs by William Gutteridge

Privy Council rejects Murray's key London changes

John Griffith, professor of law at London University, and Mr Louis Blom-Cooper, QC, joint director of the Legal Research Unit, Bedford College, have won their case to have the Privy Council disallow new statutes proposed by the university.

It has rejected four key statutes and allowed two.

The key statutes would have made the vice-chancellor the full-time salaried and administrative head of the university, with a possible term of office of eight years. At present he is the academic head of the university and receives only the professional salary.

The statutes would also have promoted the principal to the position of senior administrative officer and made him responsible to the vice-chancellor.

Professor Griffith and Mr Blom-Cooper, arguing their case before a committee of the Privy Council a fortnight ago, said that the proposed statutes were beyond the powers of the university under the University of London Act, 1926.

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In a statement on Tuesday, the university said it understood the Privy Council's decision to mean that only one of Professor Griffith's petitions was successful and that, but for section 4(1) of the 1926 Act, the statutes would have been approved.

The only solution is for a Bill to be submitted to Parliament as soon as possible releasing the university from the out of date restrictions imposed on it by the University of London Act, 1926.

Professor Griffith replied: "Far from being out of date, the 1926 Act was designed to preserve the necessary conditions of academic freedom without which teaching and research are always in danger of being stifled by bureaucrats."

Wilson's secret moves to juggle spending

A new way of deciding social policies and spending has been agreed in secret between the Prime Minister and some of his ministers. It could mean that money will be transferred to and from education by executive decision alone.

This major innovation in government practice—creating what is virtually a social services minister—was agreed at an unprecedented meeting of the ministers concerned with social spending last week. Mr Wilson was in the chair. The departments involved, in addition to the Treasury, are: Education and Science, Health and Social Security, Environment, Employment and the Home Office.

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'Cheap polys better than none'

A polytechnic director wanted last week that Britain must have more higher education even if it has to be provided on the cheap.

Dr George Brosan, director of the North East London Polytechnic, was speaking at a conference organised by NELP and The THES at the Royal Festival Hall, London, on the implications of low economic growth for higher education.

He said: "The value of higher education is immeasurable. But in an economic downturn we cannot tolerate the underworking or over-resourcing, sometimes profligate, of the past. Efficiency and co-operation at all levels are essential. The present cold climate makes some demands unreasonable."

He added that the Council for National Academic Awards, which he strongly supported, was in danger of overlooking this: "If the system is to operate economically, with co-operation from colleges of education and the newly formed Institutes of Higher Education, the CNA must concentrate on the real purpose of academic validation and not in paper-chasing detail."

"It must allow mature institutions to exercise their discretion on details. Both true operational economy as well as improved educational achievement will be found by coherent operation at institutional level. The process of education not the minutiae of administration, is the real purpose of the council."

Professor Gareth Williams, of Lancaster University, challenged the myth that demand for higher education was necessarily connected with a high growth economy. In a brief European survey, he dismissed the idea that higher education necessarily promoted high growth, or that rich countries were necessarily the only countries which could afford higher education.

He attributed the decline in the demand for higher education not to the decline of British economy, but to the low priority given to students and parents to sending people to university.

He wondered if the belief held by some people that higher education had produced a generation of long-haired layabouts might be the real reason for its decline of favour.

Ulster creates new chairs

The Northern Ireland Polytechnic at Jordanstown is to create a limited number of professorships from amongst its existing staff, according to an article written by its director Dr Derek Birley in the latest issue of *Polytechnic*, the polytechnic's newsletter.

The title of Professor has until recently been reserved for the university sector. But professors to the Jordanstown move include Paisley College of Technology and the Polytechnic of Central London.

The new titles, which will bring prestige but no extra money, are open to directors of studies and to dons within the college. It is aimed at inspiring the public's view of polytechnics, providing an internal incentive to staff, attracting better-qualified academics.

Dr Birley says: "It seems desirable that the generally high quality of staff serving in the polytechnics should be recognized by appointments of this kind within the ranks."

An external committee is to be set up to make the appointments and it has been given four criteria of eligibility. These are the candidate's contribution to academic development within the polytechnic to teaching, to research and if he has had outside study since his arrival.

Euro-librarian

The Librarian of the new European University in Florence will be Dr Kenneth Humphreys, 58, the librarian of Birmingham University. He

Cut-backs could bring unemployment for newly graduated teachers

by David Hencke

Hundreds of student teachers, who entered college three years ago as part of a drive to meet a national teacher shortage, are facing the prospect of the dole this September.

The situation could become worse next year if Mr Prentice, Secretary of State for Education, implements further reductions in local authority spending, as he predicted this week.

The cut-back has been caused by a combination of a drop in the primary school population, by local authorities refusing to fill their quotas, and by a reduction in staff turnover following the Houghton pay settlement.

The number of student teachers leaving colleges and polytechnic and university education departments reach a peak of 20,000 this year. It continues next year, but will not fall until September, 1977.

Last month, Britain's largest authority, the Inner London Education Authority, which employs 20,000 teachers, stopped recruitment of primary teachers. It has filled all its vacancies by halving recruitment from 1,300 last year to 600.

A spokesman for the authority said that 300 posts had been lost by the drop in population, and another 300 posts by a reduction in staff turnover and a higher acceptance rate.

A survey by the National Union of Students shows that in the London area 181 students at five colleges—Avery Hill, St Gabriel's,

Goldsmiths, Rachel McMillan and Maria Grey—have been rejected by ILEA and face unemployment next year.

Outside London, inquiries by The THES among colleges and polytechnics in Brighton, Liverpool, Manchester, Sheffield and Teesside show growing difficulties for students. But the problems seem less pronounced on Merseyside and in the Manchester areas.

One of the worst affected colleges is Teesside College of Education, Middlesbrough, where according to Mr David Punshon, the student president, 75 out of 100 third-year students at the college will be unemployed next September.

The Cleveland Education Authority is particularly difficult, since instead of increasing its teacher quota by 211 jobs (as proposed by the Department of Education and Science) it is reducing the number of jobs in the authority.

Dr Harry Peake, principal of Sheffield City College of Education, said that the employment situation was proving very sticky for his third year students.

The Association of Teachers in Colleges and the National Union of Teachers are both concerned about the new trends, particularly after Mr Prentice predicted that employment of new teachers could be reduced as part of the department's share of the Government's spending cuts in 1976.

Dr Peake said the government had a duty to employ students who had been specifically recruited to meet a national shortage.

Mr Malcolm Lee, chairman of the ATCDE, said that the association had already met the DES and proposed new measures to combat possible unemployment. These included the introduction of the induction year from September, 1976, which would keep a greater proportion of college lecturers and teachers employed, and would at the same time improve teacher training programmes.

Mr Alan Evans, head of the NUT's education department, said that the NUT had sent all county and metropolitan associations a list of questions on possible cut-backs to ask chief education officers. Associations had also been given a national list of quotas fixed by the DES for local authorities.

The ATCDE and NUT have both deplored the prospect of teacher unemployment among newly qualified graduates. Mr Evans warned that Mr Prentice was making a major mistake which would be paid for by uncooperative attitudes of future generations of students.

College principals, including Dr Harry Peake, and Mr Ernest Ryan, of Brighton College of Education, were also firmly opposed to creating unemployment among students.

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News in brief

Four-day conference on the handicapped

An international conference on the education of handicapped children is being held at the University of Kent on July 28. It will last for four days and is organized by the Joint Council for the Education of Handicapped Children.

The chairman will be Dr Maria Roe, staff inspector in special education at the Inner London Education Authority, and speakers will include Dr Mia Kellmer Pringle, director of the national children's bureau and Professor Jack Tizard, of the Thomas Coram Research Unit at the University of London.

The AUT has asked its 26,000 members to withhold students' examination results until an arbitration tribunal has made a salary award to universities. The association's council, at a Manchester meeting last week, also agreed to use another 20 sanctions if the executive wanted to take further action in pursuit of its 30 per cent salary claim.

But finals are already under way at a handful of universities, and some staff are worried about the administration difficulties involved if the suggested action wins widespread support.

The possibility of students' careers being put in jeopardy has stirred up most opposition. At the London School of Economics, the association's delegates are planning to fight strongly against the action and are asking their AUT executive committee for support.

Dr Daniel Sinclair, chairman of the LSE branch, said: "We oppose the type of action suggested. There are far better ways of doing this and it is our intention not to damage the interests of students and the staff."

Full report, page 4

Czech expulsion condemned

A resolution condemning the expulsion of a group of students from the philosophy faculty of Charles University in Prague was passed at a conference last week organized by the Committee to Defend Czechoslovak Solidarity.

The conference was addressed by Professor Eduard Goldstucker, former prorector of the university, who claimed the action had been taken because the group had challenged the claims of the Socialist Union of Youth to represent all students, whether members or not.

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Student interests may thwart exam sanction

by Sue Reid

The call by the Association of University Teachers that members should not release examination results may be undermined by the fear that this could harm the students.

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Full report, page 4

'Britain lacks conviction on vocational training'

Britain's economy is suffering because not enough graduates are going into industry and not enough young school leavers are getting basic training, said Sir William Pitt, permanent secretary at the Department of Education and Science, on Friday.

He was opening a conference in London arranged by the British Association for Commercial and Industrial Education.

He said that the further education sector was making the best contribution to the economy by providing courses for operational managers, but there was still room for improvement.

It was a matter of changing attitudes and motivation, as well as the curriculum: "Too many youngsters and too many employers are sceptical of the value and need for training," he said.

He had just returned from Germany where he had been "absolutely astonished" by what they were doing in vocational education. Employers, trade unions, and young people there were convinced that better education and training was the way out of economic depression.

"These are convictions we lack. And one way or another we are going to have to supply them if we are going to survive economically."

He doubted whether compulsion was the answer. There might have to be some sort of incentive to increase the level of training, but it was largely a question of showing employers and young people that training brought dividends.

The education and training services could help by improving their courses: "The best courses will be those which consciously seek to integrate general and vocational training."

TEC and BEC were set up to sort out the enormous number of courses in technical and business education, and come up with their own system of awards.

Mr Hanratt said that it would be easy for a university or polytechnic to design a PipHE course that was in effect their proposed two year higher diploma course. Mr John Sellars, of BEC, said that the overlap between the DipHE and the BEC awards would be enormous. There would also be overlap between lower BEC awards and business studies in schools—TES.

Environmental Education, the Design Council, the National Institute for Adult Education and the Royal National Institute for the Deaf.

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The strikes, which are part of a three-year-old campaign, have been called by the Association of Scientific, Technical and Managerial Staffs.

The universities have a structure from £1,101 for trained operators, to £3,504 for chief operators. The ASTMS are asking for a new scale from £1,700 up to £4,975, with a slightly different structure.

Principal appointed

Professor B. R. Rees, MA Oxon, PhD Wales, at present dean of the faculty of arts in the University of Birmingham, has been appointed principal of St David's University.

Some 50 representatives of interested organizations were at the conference, but more than 140 organizations have expressed interest. They include the Association of Workers for Maladjusted Children, the British Federation of Music Festivals, the Council for the Disabled, the

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Full report, page 4

ATTI majority pledged to fight cuts

by David Walker

The national conference of the Association of Teachers in Technical Institutions opens in Scarborough tomorrow with most delegates firmly pledged to fight any cuts in educational spending.

They will be asked by the executive to reaffirm the ATTI's policy on striving to reach social justice through the educational system.

The main motion before conference calls on the Government to use the further education system to develop a "comprehensively education service" for all sections of the community, including the physically and mentally handicapped and adult illiterates.

Several regions, such as London, Bedfordshire and Hertfordshire, which have been protesting during the last year against reductions in spending by local authorities, have called for a more full-blooded opposition to Government cuts, including working to rule and refusing to cover for unfilled vacancies.

The debate on salaries is likely to be low keyed with most delegates still basking in the aftermath of the Houghton pay award. An executive motion reaffirms ATTI policy to seek the merger of the grades one and two lecturers and relatively greater increases for the lower paid teachers.

Mr Tom Driver, general secretary of the ATTI, said last week that the ATTI had not been abandoned in negotiations on the claim being considered by Burnham. It is now in the hands of the Advisory,

Conciliation and Arbitration Service which could make its judgment within a week. If the management panel co-operates in its own negotiations, several regions will try to strengthen ATTI policy by amalgamating all lecturer grades beneath the principal lecturer. Western, Thames Valley, Outer London and North West ask for junior teachers to benefit from a rate increase which would benefit them more than a percentage award. Bedfordshire and Hertfordshire propose the abolition of all grades to solve the question of how levels of work should be graded.

Mr Driver commented that there was pressure within the union to unify the lecturer scales, but until they had secured agreement on the lecturer one and two grades he did not see much point in pushing the merger up to the senior lecturer level.

Some delegates are worried that progress on unified conditions of services for further education teachers has been slow. Despite the national agreement between the ATTI and the Council of Local Education Authorities earlier this year, some local authorities seem to be dragging their feet in giving teachers a maximum.

Outer London region will propose that the ATTI mounts a campaign against the recalcitrant local authorities which should include sanctions and strike action if necessary. A North-east region also proposes that attendance by staff members of academic boards and governing bodies at "relevant

meetings" be counted as class contact time on an hour for hour basis. The executive has given priority to motions on superannuation, women's rights and the educational rights of the 16-19 age group. Conference is expected to reaffirm ATTI policy condemning the regulations by which women pay pension contributions at the same rate as men, but receive inferior benefits.

During the past year a working party has been examining the position of women employed in further education and its findings will be discussed at the conference. It is likely to demand better creche and nursery facilities for children of working women and new agreements with local authorities on maternity leave.

The ATTI is on the point of agreeing with the CLEA a conditions of service document for part-time staff whose teaching is "substantial" and of their livelihood. They will be employed in future with tenure similar to part-time school teachers and come under the provisions of the Burnham statutory negotiating machinery.

The status of casual part-time teachers may also be discussed, as one evening a week is still under discussion. Mr Driver added that the status of teachers in adult education was still undecided despite agreement in the Burnham committee to set up a working party on their salaries. Like most of the issues in adult education, it depends on the Government making some kind of statement on the programme proposed in the Russell report."

Increasing student numbers would add to the university's income and help it meet the £300,000 shortfall left by the recently announced University Grants Committee grant of £3,643,000 for 1975-76.

The university would be able to have new posts in certain areas next year. Four new lectureships would be established in history and philosophy and new posts filled in departments where unit costs were below the national average.

The Duke of Edinburgh, chancellor of Salford University, said that the university's decision to reduce its student intake for two years because of a lack of student accommodation could be a blessing in disguise.

Speaking at a meeting of the university court, the Duke said that he had always been a bit doubtful about the wisdom of rapid growth and unlimited size, and that the reduction in intake might, not be a bad thing in the long run.

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Full report, page 4

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Full report, page 4

Universities look back on tough year

Manchester University has faced a year of financial stringency and planning blight, Sir Arthur Arncliffe, vice-chancellor, said in an address to the university court last week. He was one of a number of university officials commenting on further education and the economic situation this week.

He said: "The university has cause for pride in the fact that by continuing the strict economies and rigorous redeployment of posts adopted at the beginning of the quinquennium, and by drastic economies in repairs and maintenance and in the use of energy—we can maintain some measure of the momentum of our expansion."

Sir Arthur said that the economies made during the year could not be repeated and that academic posts at present unfilled could not remain unfilled when numbers expanded.

Essential maintenance of our fabric cannot be long postponed and repair cycles cannot be further extended, nor can significant additional energy savings be made. The essential quality and vitality of our university must not be jeopardized," he said.

Sir Hugh Robson, principal of Edinburgh University, said in an address to the University of Pennsylvania in Philadelphia at the weekend, that universities played a key role in handing on learning from generation to generation.

Sir Hugh was representing Edinburgh at the celebration of the 200th anniversary of Pennsylvania University. He said: "It is the moral, conceptual and biological duty of the universities to preserve true knowledge not to contaminate or dilute it, to enlarge the store which has been entrusted and then faithfully to pass on the totality, undiluted and intact. Failure in this duty would

start the slide back into brute animalism."

Dr S. L. Bragg, vice-chancellor of Brunel University, said in his annual report that there was a limit to how far costs can be cut without standards being cut.

Some courses could be run with a reduced ratio of staff to students. But a university had to have the latitude to run courses that were temporarily unpopular, to carry out research, and to do consultancy work or other outside professional activities.

Dr Albert Sloman, vice-chancellor of Essex University, told a meeting of the senate's general committee last week that they should recruit more students and reduce the number of those who withdrew voluntarily.

Increasing student numbers would add to the university's income and help it meet the £300,000 shortfall left by the recently announced University Grants Committee grant of £3,643,000 for 1975-76.

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PARTICIPATION WITHOUT POLITICS

by Samuel Brittan

An analysis of the role of markets as a way of social co-operation.

"Sam Brittan makes the case elegantly and convincingly" *Hamish McRae, Financial Editor, The Guardian*.

"A 120-page read that is both clearly written and more deeply thought out than most of what is published in support of programmes of a conservative hue." *Malcolm Crawford, The Sunday Times*.

"It is a splendid blend of good writing, good philosophy, good economics and good sense." *Patrick Hutter, The Sunday Telegraph*.

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IEA The Institute of Economic Affairs, 2 Lord North Street, London SW1P 3LB.

An angry, six-hour debate on the future of the Association of University Teachers Council at Manchester University last week. Among the decisions of the 250 delegates were:

- A call to the 26,000 members, with effect from last Friday, to refuse to release examination results until a salary award has been made by arbitration (which may be within a month).
- Agreement to go to arbitration.
- Agreement on a list of 20 sanctions if further action is urged by the AUT executive.

Sanctions plan to back claim

The 20 sanctions, which will be used by the AUT, if necessary, to pursue its salary claim are:

- Absences from work.
- Mass lobbying of Parliament.
- Seeking withdrawal of members from Government bodies on which they serve voluntarily.

Seeking withdrawal of members from public work for Government.

Refusal to release examination results.

Refusal to examine for O and A level and other school examinations.

Refusal to undertake teaching or preparation for teaching outside term-time.

Refusal to validate work from other institutions.

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Unprecedentedly, Lord Crowther-Hunt, Minister for higher education, was subjected to frequent heckling during many parts of his speech. Several delegates shouted "Rubbish" when he said that it was not true that the Government was biased against universities.

The council also considered statements of policy on continuing education, the TUC, academic freedom, student disruption, devolution, postgraduate education, and temporary appointments (some of which will be reported in later issues of *The Times*).

AUT COUNCIL



Mr Ted Hughes, Mr Laurie Sapper, Professor William Wallace, Dr R. J. Thomas (president-elect), and Dr T. G. Halsall on the platform at the council meeting.

Salaries argument ends in jeers

Nearly six hours of argument on academics' salaries came to a climax on Friday as a barrage of jeers and catcalls greeted the arrival of Lord Crowther-Hunt, Minister for higher education, to address the council.

Lord Crowther-Hunt, a former Oxford University teacher, faced the same vituperation that in the morning's session had been heaped on Mr Prentice, Secretary of State for Education, as the man responsible for delaying settlement of the university teachers' salary claim.

However, council members endorsed the Government's offer of arbitration on their pay claim, with the proviso that any salary agreement be followed by a cost of living payment for the year 1974-75. Moves to backdate their claim to October, 1974, were defeated.

Until the settlement is made, members of the AUT are being asked to withhold examination results. A motion to this effect put by University and Bedford Colleges, London, was passed by 134 votes to 76.

Despite their disagreement on tactics after arbitration had been conceded, council members united behind the AUT executive in deploring the Government's discrimination. A motion was passed which said university teachers were virtually the only group of public employees who had been forced to drop their living standards despite the social contract.

The salaries debate was heated and interspersed with accusations that the AUT's leadership had been out-manoeuvred and "conned" by

the Government. Mr Prentice emerged from the debate as the devil incarnate. Some delegates said his opposition to the academics' claim was false. Mr Dave Aston, from UWIST, said that Mr Prentice would have conceded the claim but Cabinet pressure stopped him.

Mr Laurie Sapper, general secretary of the AUT, counselled members not to make their claim into a political football by playing off one political party against another. Mr Prentice represented a general attitude and should not be singled out as an individual.

Many council members considered the biggest injustice done university teachers was to give polytechnic teachers a salary differential. The Nottingham local association pointed out that comparisons between teachers of the same age in the two sectors showed vast differences in earnings.

A document circulated by Nottingham to council said that in some grades and at certain ages the polytechnic teachers had an average salary of up to £1,500 more than the university teachers. Cases were known of polytechnic teachers at the same age as university men getting £2,000 more.

It cited as a case study a university social sciences lecturer with a good degree postgraduate experience and 12 years as a lecturer, who was "very good in research, teaching and administration" getting £4,570. On the other hand there was a polytechnic head of department who had recently failed his master's degree examinations getting between £5,941 and £7,828.

Mr George Turner from the University of East Anglia said the last was one of wider social justice. Some university lecturers were entitled to family income supplement and rent rebates. Others were having to borrow money to keep solvent.

Answering questions from council members, Lord Crowther-Hunt defended the Houghton settlement which, the university teachers claimed, had given polytechnic a differential. He said that without the Houghton award the universities would have been much worse off than they will be after the arbitration is agreed.

Miss Liz Ann Eawden, of University College London, asked whether the Government planned to reduce the amount of research done in the universities. Lord Crowther-Hunt said the numbers of postgraduates in the universities were now in good deal higher than was envisaged in the 1972 White Paper, and the Government considered this an area which needed urgent attention.

Dr Trevor Marshall, a member of the AUT executive from Manchester University, said the University Authorities Panel had acted as a "deadweight" in the salary negotiations. There was urgent need to simplify the system of salary machinery. He suggested that interventions by the UAR during negotiations could have confused the AUT and delayed proceedings.

The executive decided to reaffirm its policy of working towards a single national salary structure for senior lecturer staff to give them career prospects identical with the academic staff.

Ballot may bring AUT into TUC membership

The AUT could be affiliated to the Trades Union Congress within a year after voting on Saturday to hold a members' ballot on the question.

Sir Edward Britton, former general secretary of the National Union of Teachers and of the Association of Teachers in Technical Institutions, has told members of council that the AUT could affiliate without betraying their particular responsibilities towards students.

Sir Edward, shortly to take up an academic appointment at Sheffield University, had been invited to talk to the council about the benefits of affiliation. He said it involved no special political commitment since none of the affiliation fee went to the Labour Party. The autonomy of the unions and associations in the TUC was not touched.

He said: "Without the help of the trade union research unit within the TUC the teachers could not have carried through the Houghton proceedings successfully. Hard work in publicity, representations to the Pay Board and research unit findings all showed that over a longish period the teaching profession had lost out."

"Through the TUC we can get nearer to breaking down the excessive fractionalisation of the teaching profession. For instance, the relations of the NUT with the National Association of Schoolmasters improved as a result of TUC affiliation."

the universities were not esoteric, but have their repercussions over the life of the whole community.

"We in the teaching profession are a bit apt to think we are the repository of all knowledge and a good deal of wisdom, but we have noticed the extraordinarily high standard of debate in the TUC and expertise in practical affairs."

"The employers meet together and it is important that we on the other side of the table are not divided. The teaching profession is tending to ally itself more closely with wage and salary earners. It realizes it can no longer sit back and wait for the employers to do something for them."

Answering questions after his talk, Sir Edward said that affiliation to the TUC could help the university teachers in their relations with the Association of Scientific, Technical and Managerial Staffs in stopping "poaching" of members.

Some delegates to council considered that the ASTMS posed a considerable threat. Mr G. M. Holmes from UWIST said some members thought ASTMS had more "muscle" behind it. He cited its legal services and the strength of its branch organization.

At the next meeting of the council in December the wording of the ballot on affiliation will be decided.

Conference reports by David Walker

Don's diary

Definite article

It seems that one, or at least I, can't ever win. I'm on the first leave of absence in 20 years, a chance to get Dummer's Frege, for example, really read (it's a comfort to learn that one still has a great deal to learn and is even able to learn, instead of just churning out one's own stuff), to get away from interminable committees, with the inevitably concomitant idea that one has some importance in the scheme of things, to relax, meditate, think, write a couple of papers for one's own pleasure, and warm it all with the secure conviction that one is deploying hard-won teaching skills to help the philosophically underdeveloped Turks.

Colleagues unite referring to my luck in being in such an exotic place and inquiring about the philosophical consequences of the absence in Turkish of a definite article. Alas, poor Russell, but in reply I dutifully point out that Turkish does have something called "the objective definite" (anyway logic transcends "natural languages—or does it?") and the most exotic thing I've noticed in Turkey is the gas pressure.

But one is pursued. Firstly, regular visits to the British Council library between lectures reveals a sad situation, as reported not only by *The Times*, but also by the national dailies. Riots in Lancaster, modern witch trials, star chambers. Anxiously scan rather bad photo of student meeting in *The Times* to discover absence of son as ring-leader (cf Sartre: *L'Être et le Néant* on Pierre's absence from the café being a positive thing). Full of parental suspicion and academic responsibility; pen a letter pointing out that universities exist for academic purposes and expressing thinly disguised threat to cut off assumed parental contribution if found to be a participant, but conclude that there is little point as probability of reply confirming this is unlikely.

Recollect, with little comfort, that said son was, last Christmas,

showing alarming but serious interest in Hume and Japanese history. Nothing with some regret, that it didn't happen in my day; wonder whether I can trust the press and also about Hume's ability to sustain the interest of the contemporary adolescent. After all, *Le don David* did preach the doctrine that anything might happen.

Field of fire

Most disturbing lunchtime, after hard morning on the nature of number with the graduate seminar. Induced by the rumour that tomorrow—May Day—the universities will be closed. Immediately dismiss the thought that some epidemic has mysteriously passed from Lancaster to Istanbul and Ankara. It's more serious than that, if only because bullets fly and wounding and slaughter of the innocents takes place.

Last Monday widespread right-left fights produced the usual exchange of fire in the course of which a two-year-old child was killed, as well as some students injured. It seems to be accepted as a fact of life here that politically interested students carry guns and will shoot when the campus police ally forth to break up the constantly recurring fights between left and right wing. Even the genuine proletarian, in the form of janitors and tea boys, join in.

On noting all this, I suppress the conviction that at least Turkish students have something to complain about. Suspect that the whole thing is adolescent high spirits, stirred up by CIA/Moscow money.

Anyway, in true middle-class spirit, I have ascertained that even if the meeting between the university doctors and the new Turkish government does result in the repetition of the six month closure of 1973, the visiting foreign experts will continue to be paid. I declare to colleagues that should this happen, I shall advertise continuance of my courses in my flat, opposite the Russian embassy. It's quiet there.

How to enjoy CNA validation



ERIC E. ROBINSON

The Council for National Academic Awards is a splendid institution. Long may it survive and grow. Let no minister yield to demands from the polytechnics or colleges for their liberation from its alleged tyranny. Those who are keenest to get away from its embrace are those most in need of its care.

I declare an interest, indeed two interests. I am a member of one of its committees and frequently participate as a college visitor helping to make judgments and impose conditions on my fellows. I also have much experience as a victim of its attentions, sometimes disgruntled and even momentarily outraged by its conduct and decisions. My Bradford colleagues and I have much invested in the outcome of a visit from the council last month. We may fail; we may even be humiliated, but we will be the better for the experience, whatever the outcome.

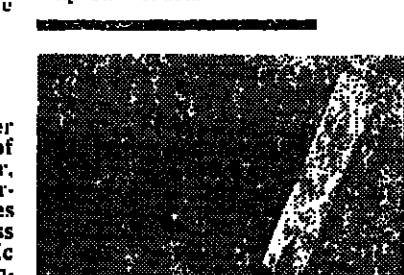
Such misadventure does not equate easily to me. An abnormal resentment of authority is one of my personal weaknesses but a CNAA

feels almost normal. I respect its decisions, even when I think it is wrong. I enjoy CNA validation, from either side of the fence, and sometimes wonder if it could become an addiction. When I hear colleagues yearning to be free from its rigours I wonder if they have lost the zest for life. I am sure they have abandoned any commitment to curriculum development.

The greatest error of judgment in higher education during the last decade has been that of some university teachers, notably some of the leading directors of institutes of education, who have totally failed to comprehend the stimulus afforded to colleges by the CNAA. One director only last year confidently assured me that his colleges of education would stay with him, but they are slowly drifting away. He does not understand why because he has not taken the trouble to discover what the CNAA opportunity means, in personal terms, to the teachers of the colleges. Several weeks ago a college of education teacher in these columns asked me why her university would not permit her the opportunity in curriculum development that is available elsewhere. The simple answer is that they do not understand, and they cannot believe that they do not understand. How absurd it is that professors of a great university could possibly learn anything from the technical colleges!

This is not just another bout of university bashing. Some of our best friends are the university teachers. The success of the CNAA and its work as the colleges would have been impossible without the enthusiasm and work of many university professors and lecturers on its behalf. My respect is greatest for those who, initially and instinctively sceptical or even hostile, recognised its significance and became its friends. I mention one, the late Doris Lee and I had a stormy relationship. Initially she was totally contemptuous of our

One puzzle has been solved: the Haecepe buildings look magnificent from the outside, but inside they are a standing monument to the violation of UGC norms. Great marble concourses for people to move about, while staff accommodation is tucked away, two and three to a room. Solution of architectural problems is to be found in the mighty works of the Baron Haussmann: make everything broad enough to produce a good field of fire for the troops and make sure that the paving stones are firmly anchored. The whole place has been designed to make sitting impossible, as there are next to no corridors, which might be successfully barricaded.



Something to celebrate—Barry Wood of Lancashire.

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doubt bring the country to its knees. Some of my more militant colleagues will perhaps not do any research on that day and Mr Prentice will casually peruse the one and a half column inches in the *Telegraph*.

Apparently we are stuck on the arbitrariness of the twelve month closure in the social contract. The mighty works of the Baron Haussmann: make everything broad enough to produce a good field of fire for the troops and make sure that the paving stones are firmly anchored. The whole place has been designed to make sitting impossible, as there are next to no corridors, which might be successfully barricaded.

It has always been my conviction that ultimately the AUT is to secure money rewards for its members—rests upon the authority it commands in the field of educational policy and development. This authority has been severely eroded in recent years by what seems a careless approach to such matters.

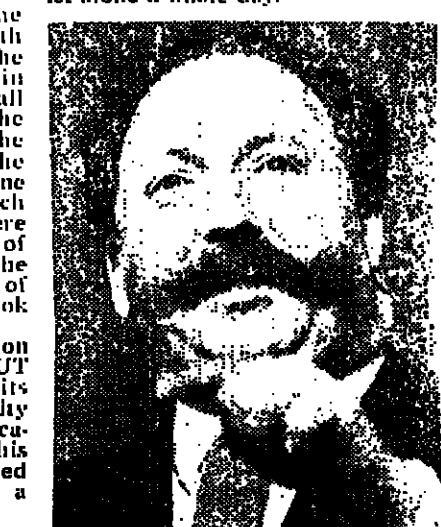
The best case for paying academics with reasonable generosity and without fuss is precisely to avoid a situation in which they are distracted from their proper and delicate concerns. This government's stupidity in driving us from our books and test tubes into the streets will do the AUT a power of good, but I can not see that, in the long run, it will do the universities much good. It is also absurd that when the whole system is under attack from politicians, the VC's tend to leave it to the AUT to make the public case. Some of them are not even members.

Day of protest

The AUT does extremely well on some things, largely through the dedication of a handful of people ready to make sacrifices which must would not. Despite professional union leadership, we now seem to find ourselves in the area of pay raised with more contempt than Tom Jackson's post office workers. Our sacred Civil Service comparisons went out of the political window long ago. We should have entered into the spirit of the thing and given evidence to Houghton as we were invited to do.

Anyway, what is so wonderful about being comparable to a civil servant, remuneration apart? We

seem to be asking for the pay without the conditions. Here in Turkey academics are civil servants and one can see the direct effects this has upon academic freedom. They can not have a minute of protest, let alone a whole day.



Mr Tom Jackson, secretary of the postal workers' union.

Road to Tarsus

Having read through Robin Lane Fox's magnificent biography of Alexander the Great, we last weekend followed his route to the battle of Issus across the Anatolian plateau, through the Sittian Gorges in the Taurus mountains and out to the seaboard plain on which Tarsus stands. I could not help reflecting not only how much the enjoyment of the journey was enhanced by the scholarly and imaginative use of detail in Fox's book, but also how impossible such a book would be without the long western scholarly tradition to which both the author and the book belong, and which is so clearly absent in modern Turkey. While British universities can continue to sustain a context making possible works of this quality, things can not be all that bad.

The author is senior lecturer in logic, Glasgow University, is at present visiting professor of philosophy, Hacettepe University, Turkey.

David Bell



Mr Merton Atkins (Lancaster), Professor Frithard (Nottingham) and Mr Ted Hughes, executive member responsible for salaries, make points during the council meeting.

'Polytechnics should have parity but retain differences'

The polytechnics should have parity with the universities but should remain separate institutions with different standards, Professor William Wallace, president of the AUT, said during the conference.

Explaining remarks made in his opening address to conference, Professor Wallace said he was not criticising the polytechnics in reminding the Government that differences of standards between the two existed.

"The polytechnics should have parity with the universities but should remain separate institutions with different standards," Professor Wallace said. "The main focus of Professor Wallace's opening speech on Thursday was the need to shift government policy away from its overvaluation of the polytechnics to a proper appraisal of the universities."

The new policy would rest on a number of unshakeable principles. University teachers had to be properly paid through salary negotiation machinery that prevented unnecessary delay. Their research and teaching had to be fully supported, although economies could be made

those available from the welfare state.

"One of the major advantages of the universities over the polytechnics is their enormous investment in academic and physical capital which only needs proportionate topping up greatly to develop output. If the Government wants golden eggs, the public is entitled to them. It must feed the goose."

In the planning of universities a long term perspective ought to be used, Professor Wallace said. The AUT and the Committee of Vice-Chancellors and Principals had to be seen to be working together

of a national body along the lines of an expanded University Grants Committee to bring them together.

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A recently published OECD report on scientific research asks...

Are universities too independent?

The science policy directorate of the Organization for Economic Cooperation and Development has recently completed a four-year study of the organization of scientific research in a number of major industrialized countries.

We print below extracts from the conclusions of the study, published last month, on the finance and conduct of scientific research in universities.

Both government and academic administrative authorities sought to safeguard the principle of the unity of teaching and research in the mass university in the period since the end of the 1960s. This is in part because they endeavoured to pursue the profoundly individualistic and elitist trend of Humboldt. However, in point of fact, it does not seem to have been possible to maintain this balance between the two functions of research and teaching anywhere, except perhaps in the British universities and in European technical universities, which are highly selective.

In Europe, the teaching function has generally been predominant for several reasons. There has always been a natural tension in the European university between the individual and the university institution with which he has to interact his research activity. This tension between the individual researcher and the university regarded as a teaching institution assumed its full significance not only with the influx of students, but also, and above all, with the accelerated scientific advance made possible by the development of university research.

Teachers were recruited and advanced in their career on the basis of scientific work assessed and recognized by the scientific community. But university structures have been modelled on a didactic form of science, following a well-established classification of science, closely defined and structured by discipline. It was finally in a context defined by the state of science in the first part of the twentieth century that teaching and research developed. This context may have distorted the evolution of university research and prejudiced its vitality just as it has prejudiced teaching.

The second element of tension between the functions of teaching and research has to do with structures: it is purely quantitative and has been provoked by the influx of students. The university has gradually identified itself with post-secondary education to such an extent that, particularly in Europe, the students who have rushed through the wide-open doors of the universities have

almost sunk the institution. In many cases it has not been possible to increase the teaching staff in proportion to the increase in the number of students. Moreover, those increases in the number of teachers have also not been enough to safeguard the share of research to which every teacher felt himself entitled by the mere fact of being an academic.

In the end, it appears as if, on the completion of the growth of the 1960s, the Humboldt school of thought may have done more harm than good to the universities. Manifestly, the principle of the unity of teaching with research was valid only on a highly individualistic and elitist context. However, by the end of the 1960s it was apparent that advanced research had tended to emigrate outside the mass universities or to protect itself from them; it found refuge in peripheral institutions, more and more sought after in Germany and in France, industrial laboratories, in the technical universities, and in quite isolated structures such as the research-intensive UBR (University Teaching and Research Unit) in France.

The additional financing of the research councils, however large, has not had the role of the effect of challenging the individualistic concept of research, or the division of research into disciplinary divisions of science. On the contrary, the conception has prevailed that advanced research is disciplinary in character. The research councils must, therefore, be regarded as a teaching institution assumed its full significance not only with the influx of students, but also, and above all, with the accelerated scientific advance made possible by the development of university research.

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equality of opportunity and to the expression of original ideas, has not seemed to have encouraged equal diversification of research. Moreover, those increases in the number of teachers have also not been enough to safeguard the share of research to which every teacher felt himself entitled by the mere fact of being an academic.

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point to, for example, the priority programmes of the German Research Association, the concerted actions of the French General Delegation for Scientific and Technological Research, and the selective procedures of the Science Research Council in the United Kingdom. But all these formulas, designed to favour disciplinary research and to be integrated in well-established university structures, have been narrowly individualised and controlled by the scientific community.

In future, the research councils may be inclined to use such procedures to finance research with pronounced collective goals and directed more toward the advancement of science. In parallel, too, they may favour more interdisciplinary team research.

It is perhaps self-evident that university authorities will be unable to remain indifferent to the progressive remodelling of research councils. By renovating their forms of action, these councils naturally tend to increase their countervailing power vis-à-vis the university central authorities. The new collective formulas of research financing established by these councils are at the same time more "institutional" and less individual. The implications for university planning and policy are manifold.

For example, the university must now intervene well before a new laboratory is financed, especially when it knows that it will have to take over from the research council in a few years' time. It must also harmonize its research and teaching policies when it comes to creating new, or increasing financial resources for which are becoming more and more limited.

Today, universities are coming to understand that as institutions, they can no longer abstain from making financial choices. Such an explicit policy will certainly restrain the power of individual initiative by channeling it, but its role will be to integrate the university institution with the other elements of the research system which can no longer be ignored.

Universities in both the United States and in Europe have for too long looked as though they had an independent existence, regardless of the research institutions with comparable concerns which were developing in other sectors. Thus, the research are no longer conceivable except in an integrated whole of which it is merely one part among others, with no privileged status.

The Research System—Vol III
OECD, Paris, 1975. Available from
ILMSO, price £3.80.

Male apathy on abortion challenged

Abortion sounds an immediate note in Cambridge while the city's rape is still unsung. But the issue has been prominent one on the student scene ever since James White's Private Members' Bill was introduced to amend the 1967 Abortion Act.

Cambridge women are very conscious of their identity as women. This may be because they are outnumbered so heavily and it is interesting that many of the more radical members of the "stop discrimination against women" campaign are at the mixed colleges.

Man pay lip service to women's liberation but little more and where is this clearer than in the issue of abortion. Premarital sex is accepted widely amongst students but abortion is not. The anti-abortionist group is campaigning vigorously to point out the contradictions of this in a world where contraception is not one hundred per cent safe or available.

A House of Commons Select Committee is now considering James White's amendment and the Cambridge students concerned are trying to get the student voice heard as much as possible. Most college Junior Common Rooms are passing motions condemning the amendment and giving money to campaign against it.

At the women's and mixed colleges this is comparatively straightforward. At the men's colleges, the more radical feel they will be laughed at by their JCRs and demand that the persuasive second sex come and argue the case.

Usually there is a firm nucleus of people in each college who share the view of going round to collect petition signatures.

The majority of women agree to sign. The majority of men regard it as irrelevant and do not see the connection between the law and the nightly boasting of their sexual prowess in the bar.

Student scene

There is also a great reluctance on the part of the Cambridge students to sign any petition without going through all the arguments on both sides meticulously. Commandable as this may be, it can be infuriating to the woman petitioner as it usually means the student can't spare the time even to consider the issue.

The dedication of these women comes partly from their confidence in the Society for the Protection of the Unborn Child (SPUC) whose Cambridge branch was founded last term. This is almost exclusively male and Catholic and although allegations about it being the National Front are unfounded, it has certainly no appreciation of what being a woman involves.

SPUC is not trying to petition everyone, but it is organizing a series of meetings to persuade students that more radical reform even than James White's amendment is needed. But the result was the same as the experience of people collecting petition signatures—women students care desperately about the amendment; men are prepared to accept it in these circumstances it is particularly important, therefore, that we get our priorities right between the different sectors of further and higher education—between our plans for the further education of the 16-19-year-old groups who have left school and our plans for those who are going on to the universities and the polytechnics.

To help us get our priorities right, I have invited the university world on the one hand, and the local education authorities on the other, to participate in this searching review of further and higher education priorities which I have put in hand within the Department of Education and Science. I am glad to say that they have accepted that invitation.

To reach the right decisions about our priorities in the field of further and higher education we shall need to consider the most economical ways of providing for the projected growth in student numbers both in the advanced and nonadvanced sectors of further and higher education—the balance between those sectors. Indeed, we shall have to consider whether our targets here

AUT council: Lord Crowther-Hunt hints at university economies How to avoid intolerable cuts

The Government fully recognizes the distinguished contribution the universities are making to our national life and our international reputation. Indeed, how could it be otherwise when British scholars in our universities have led and are leading the international field in so many areas of scholarship—when our universities have produced, for example, at least a dozen Nobel Prize-Winners in recent years; and here we must not forget the practical outcome of so much university work—penicillin and broad spectrum antibiotics, for example.

The Government recognizes these achievements—and we intend to ensure that our universities will continue to have the conditions in which distinguished teachers and researchers can continue to maintain our national and international reputations.

Let me assure you that we recognize as a Government the inalienable right within our universities to pursue knowledge and learning wherever it may lead—and however inconvenient it may be to government or governments.

The intellectual freedom of our universities is the sine qua non of a free society. In this sense there must always be an ivory tower concept within our university system.

At the same time, I am delighted to note that naturally the universities have fully recognized their responsibilities to the society in which they operate and that an important part of their job is to serve the needs of that society.

They have recognized this need to the point at which the majority of your courses can be said to serve important vocational purposes of one kind or another—keeping the intellectual rigour and depth which is the essential characteristic of university level work.

In achieving and maintaining these aims and objectives, it will be evident that we all have even more difficult problems to deal with in the future than in the past. This is where I come to the crucial question of priorities in higher and further education. My starting point here is the Chancellor of the Exchequer's budget statement announcing cuts of £1,100m in planned public expenditure for 1976-77.

We need to be clear about those "cuts". They take about £85m of the proposed spend on education, libraries, science and the arts in 1976-77 out of a planned spend of some £5,750m. This originally proposed spend of £4,750m in 1976-77 amounted to an expansion in real terms of about 2.7 per cent—and I stress real terms.

So the cut of £85m, therefore, still means that in 1976-77 we propose to spend 1 per cent more on education in real terms than we are spending this year. So it means that in the projected expansion of some £5,750m, this originally proposed spend of £4,750m in 1976-77 amounted to an expansion in real terms of about 2.7 per cent—and I stress real terms.

But given our expansionist plans for the number of people coming into higher and further education in the next few years and the shape of the demographic projections, it means that the expansion will have to take place with fewer resources than any one would ideally like. In these circumstances it is particularly important, therefore, that we get our priorities right between the different sectors of further and higher education—between our plans for the further education of the 16-19-year-old groups who have left school and our plans for those who are going on to the universities and the polytechnics.

To help us get our priorities right, I have invited the university world on the one hand, and the local education authorities on the other, to participate in this searching review of further and higher education priorities which I have put in hand within the Department of Education and Science. I am glad to say that they have accepted that invitation.

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can actually be met without creating conditions unacceptable to all concerned. In all this there are a number of possible variants. Let me just mention some of them.

First, as we said, that there are various colleges and universities in England and Wales. If it were possible by, for example, tighter time-tables to increase the effective use of the accommodation by 1 per cent we could save some 4,500 places at a capital cost of £12,500,000 or more. If over a period of years this figure was 2 per cent we could save 9,000 places. If it was 5 per cent we could save 23,000 costing over £60m. This would be really big money and could make a big impact elsewhere.

Then there are important questions about student residence. Should we give it priority over other items or should we go all out to encourage students to live at home? The previous questions I have asked are difficult enough. This one, I must admit, I myself find the most difficult of all.

On the one hand there is the benefit which students obtain, or hope to obtain, from living away from home. There is the nature of the desire of institutions to take the best students they can, without having to take account of where they come from. Some institutions, because of their geographical location, must have a high proportion of residence if they are to fill their teaching places.

Even if we would like students to live at home in larger numbers, can we be sure that they will do so? May they not instead take flats and lodgings, even in their own home towns, and thus add to the general housing problem there? So the arguments flow on.

On the other hand, there is the fact that nowadays a residential place is not much less expensive than a teaching place. To put it simply, to give 100 teaching places matching residential places may mean that there are 80 student who will not be able to attend higher education at all.

It is this acceptable, especially when the provision of new places and the diversification of the colleges of education in accordance with Circular 7/73 will make general higher education available in areas where in the past nothing but teacher training was provided? Uncomfortable though the question may be when posed in this way, it would be wrong to refuse to face it.

We also have to face up to basic questions about the balance between teaching and research. At present something like a quarter of our expenditure on universities goes into research (including the research

present nearly 10 per cent of students in our universities are doing post graduate research. We all know of postgraduates in our universities who are neither contributing to the advance of worthwhile knowledge nor even adding in any worthwhile way to their own qualifications. Does too much of our effort go into postgraduate work? Should there be a shift of emphasis to undergraduate education and teaching? I know, as far as research generally is concerned, the problems on the science side are very different from those on the arts side, but it is the general issues and balance I am talking about.

In essence part of what I have been saying about priorities in further and higher education is that in achieving our targets higher and further education has got to consider its unit cost problems—just as have other areas of our national life. Just as we have got to become more efficient in industry so we have in education. This must involve a shift in the current student-teacher ratio, for it is in this area that the enormous expense of higher education in the United Kingdom lies.

It follows that the average amount of teaching done by a lecturer must rise and in so far as that is feasible one must also consider again the possibility of improving the effectiveness of that teaching. It may well be that universities need to re-evaluate somewhat our traditional methods, and wonder whether techniques pioneered elsewhere, notably by the Open University, may not also be relevant to them.

One of the curiosities of university teaching as opposed to school teaching is that lecturers are rarely taught to teach. I suppose they simply carry on the methods that were applied to themselves. I know that there are various colleges and universities that have considered this question of teaching methods and teaching efficiency, and it could well be useful if others followed suit.

Finally, whatever our views may be about the perpetuation of the binary system, we must agree that there is scope for greater cooperation across the dividing line and we must promote much more co-operation across that line. I am sure, if you like, that it might be regarded more as a chalk-line than a dividing wall.

We need to make and seize opportunities for collaboration between neighbouring institutions (about half our universities and polytechnics are in fact neighbours) to find out what they can offer in closely related fields, to negotiate local arrangements for mutual co-operation so that physical and human resources are neither unnecessarily squandered nor under-utilized.

No doubt some formal machinery will be necessary if we are to achieve real progress here and therefore I am commending to universities and polytechnics the concept of the high level advisory and coordinating boards which I have proposed in Brighton and Coventry to produce the degree of cooperation across the binary line which common sense and the needs of the country alike demand.

Since I am talking to a university audience it is appropriate that I should invite the universities to take the initiative here for developing similar institutional machinery in their respective parts of the country. In talking to non-university audiences I should urge the same exercise—what will emerge is that if success is to be achieved this clearly must be a reciprocal process.

In face of the enormous financial and economic problems it is clear, then, we must all cooperate together—we must all become more efficient, we must get our priorities right. Now that there is every prospect of a substantial pay settlement for the next academic year I hope that the active university participation in our priorities discussions will lead to better decisions in future and certainly will help to avoid any mistaken impression that the Government has a bias against the universities. We have no such bias—and we can only maintain our resolve to create and maintain conditions in which the national and international reputation will continue to flourish.

An extract from the speech by the Minister of Education, Mr. Kenneth Robinson, at the annual dinner of the Association of University Teachers, 1977.

'Base plans on all the facts'

Sir Arthur Armitage, chairman of the Committee of Vice-Chancellors and Principals, said that it was a singular tribute to the AUT that Lord Crowther-Hunt had chosen to make his important public statement to its council.

If any arguments were to be made on grounds of cost effectiveness he hoped that the same complete and detailed cost figures for every part of their operations published by the universities and the University Grants Committee should be provided for the other sections of higher education.

Speaking at the council dinner he said:

"I believe that on any comparison it will be vital to take account, too, of the fact that the expensive but vitally necessary medical, dental and veterinary education only occurs in the universities and that the universities provide 52 per cent science-based and 48 per cent arts-based places.

"The universities also provide well-found laboratories for all the basic and most of the applied research on which our future depends. How fortunate the country is that it has in the universities the physical capacity for all the science and technology degree expansion for certainly the next seven years, and this willingness to make still further efforts in terms of medical expansion.

"I would wish to see the abandonment of the use of pejorative words like vocational. If by vocational we mean the relationship of graduates and jobs, the universities are entirely vocational for the match between our graduates and available jobs has never been so complete. If by vocational we mean the relationship of university subjects and courses and the production of highly qualified and skilled professional manpower the country needs, the university contribution is complete and relevant—82 per cent of the first degree work is in the universities.

"Let us take comfort in conducting our future planning from the success of our past planning and from the provision of universities and government. I believe it to have been extremely successful.

"We have seen the doubling of student numbers over the past 10 years with no diminution of standards, maintaining the high quality of what is the shortest first degree course in the world. We see the success of the planning in the provision of places for the extra medical students, who are so vital for the achievement of proper care of the nation's health and which at Manchester has meant a doubling of our medical student population in the past five years and the building in that period of one of the major European medical school buildings.

"We see successful planning, too, in the provision of properly equipped laboratories for the major scientific research effort so essential to us and indeed in provision in all areas such as to enable the universities to perform their task of transmitting and advancing knowledge.

"I am even able to see success in the control, yes, the control, exercise of the extension at a level which seems to satisfy but does not reduce the need for university graduates. Our national planning has gone extraordinarily well—8 per cent of the appropriate age group in our universities, 15 per cent in higher education and a matching of supply and demand, compared with 20 to 30 per cent elsewhere and employment difficulties; and of our 8 per cent we have by far the highest proportion of students in science and technology.

"This is a success story, not a tale of woe. We are in the fortunate position of being able to build on success—all of us, great universities, polytechnics, other institutions of higher education—and in that building this association will, I know, play its full part in complete co-operation with and as part of the universities.

Poly figures show growing full-time study trends

A survey of polytechnic enrolments for 1974-75 has revealed that polytechnics are "continuing to develop as academic institutions offering mainly advanced courses by a variety of modes of study" according to the Committee of Polytechnic Directors.

The results of the survey showed that after excluding the increased numbers attributable to four new polytechnics, there has been a 6.5 per cent growth

in enrolment of full-time and sandwich courses at all levels (THE, May 16).

The survey also showed that a trend of growing interest in full-time study has been accompanied by a small decline of student interest in part-time and sandwich courses.

The CPD says that the scale of polytechnics is now such that almost half of them exceed 3,000 full-time sandwich enrolments, and most of the others exceed 2,000.

Academic level	Part-time day and evening	Evenings only	Total for both modes of study
Higher degree	859	330	1,189
Postgraduate other than higher degrees and teacher training	2,008	815	2,823
Postgraduate teacher training	278	90	368
First degree	2,664	937	3,601
Other degree	9,438	4,622	14,060
Equivalent (A1) courses	21,180	11,777	32,957
A2 courses (e.g. HND)	4,063	124	4,187
Certificate of education	5,048	88	5,136
Other courses	6,510	36	6,546
All enrolments	47,177	28,213	75,390
Enrolments from new polytechnics for comparison with November, 1973	1,293	1,893	3,186
Percentage change since 1973	45.884	-4.1	28.203

* Courses in the A2 category, while entailing study of equivalent standard to the A1 courses, do not necessarily lead to qualifications accorded graduate status.

FOOTNOTE: For the first degree courses the overall percentage growth since November, 1973, was 7 per cent. This was attributable to an 11 per cent growth in sandwich students on part-time day and evening courses and a reduction of 2 per cent in full-time day and evening courses.

Full-time and sandwich enrolments at the polytechnics (November 1974)

Academic level	Full-time	Sandwich	Total for both modes of study
Higher degree	715	38	753
Postgraduate other than higher degrees and teacher training	1,527	109	1,636
Postgraduate teacher training	718	100	818
First degree	28,225	19,395	47,620
Other degree	5,503	7,251	12,754
Equivalent (A1) courses	12,888	1,124	14,012
A2 courses (e.g. HND)	4,063	124	4,187
Certificate of education	5,048	88	5,136
Other courses	6,510	36	6,546
All enrolments	56,089	28,128	84,217
Enrolments from new polytechnics for comparison with November, 1973	2,262	131	2,393
Percentage change since 1973	54.827	+7.8	27.997

* Courses in the A2 category, while entailing study of equivalent standard to the A1 courses, do not necessarily lead to qualifications accorded graduate status.

FOOTNOTE: In most of the categories of courses shown above other altered categories compared with November, 1973. However, the first degree enrolments can be compared with those of November, 1973, as an overall increase of 10 per cent (14 per cent in full-time, 6 per cent in sandwich courses).

First year enrolments in full-time and sandwich courses at the polytechnics (November 1974)

Academic level	Full-time	Sandwich	Total for both modes of study
Higher degree	896	23	919
Postgraduate other than higher degrees and teacher training	1,175	8	1,183
Postgraduate teacher training	718	3	721
First degree	11,951	6,234	18,185
Other degree	3,876	431	4,307
Equivalent (A1) courses	7,785	301	8,086
A2 courses	1,613	33	1,646
Certificate of education	2,150	64	2,214
Other courses	2,733	9,447	12,180

* For definition see previous tables.

FOOTNOTE: Comparable data was not obtained in the survey of the 1973/74 developing trends.

For the purpose of this analysis, first year enrolments were defined as those students entering the first year of any course leading to an award in its first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first, thirty-second, thirty-third, thirty-fourth, thirty-fifth, thirty-sixth, thirty-seventh, thirty-eighth, thirty-ninth, fortieth, forty-first, forty-second, forty-third, forty-fourth, forty-fifth, forty-sixth, forty-seventh, forty-eighth, forty-ninth, fiftieth, fifty-first, fifty-second, fifty-third, fifty-fourth, fifty-fifth, fifty-sixth, fifty-seventh, fifty-eighth, fifty-ninth, sixtieth, sixty-first, sixty-second, sixty-third, sixty-fourth, sixty-fifth, sixty-sixth, sixty-seventh, sixty-eighth, sixty-ninth, seventieth, seventy-first, seventy-second, seventy-third, seventy-fourth, seventy-fifth, seventy-sixth, seventy-seventh, seventy-eighth, seventy-ninth, eightieth, eighty-first, eighty-second, eighty-third, eighty-fourth, eighty-fifth, eighty-sixth, eighty-seventh, eighty-eighth, eighty-ninth, ninetieth, ninety-first, ninety-second, ninety-third, ninety-fourth, ninety-fifth, ninety-sixth, ninety-seventh, ninety-eighth, ninety-ninth, one hundredth.

After 20 hours of negotiations, university salaries have now gone to arbitration. The tables and the commentary published below try to explain the gap between universities and the Government.

How the quarrel on university salaries arises

Columns 1 and 2 of the table, which was prepared by the AUT, are the present basic scales for university salaries, supplemented in Column 2 by 11 thresholds. Column 2 is, therefore, the scales that are at the moment being paid. What follows in Columns 3, 4, 7 and 8 are the attempts of the universities and the DES to put the scales on a "broadly comparable" basis to those of polytechnics as at October, 1974. (It is important to remember that the Government has agreed "subject to considerations relevant to pay policy at that time" to negotiate a cost of living increase in addition to the scales below in October.)

If the universities' claim was accepted, the total pay increase in October would be nearly 36 per cent plus some 20-25 per cent for cost of living, giving a total rise of nearly 60 per cent. If the arbitrators agreed with the DES, and if there is no freeze, the total increase would be 18 per cent plus cost of living, equalling about 40 to 45 per cent.

One quarrel between the universities and the DES derives on whether the new post-1974 scales should be negotiated on the basis of the actual scales (Column 1) or on the actual scales (Column 2), with the universities arguing that any percentages should be calculated as "new" money, and therefore calculated against the scales in Column 2. The percentage increase of Column 2 over Column 1, therefore, is not the 18 per cent claimed by the DES but only 14.7 per cent.

The difference behind the universities' Column 4 is that 11 thresholds occurred between April and December, 1974. The Houghton report was for May, 1974. If therefore, the university lecturer scale should be comparable with the polytechnic senior lecturer scale, and if the university scale is being calculated from October, it ought to attract cost of living increases from May to October, 1974. Instead, therefore, of going at the top of the scale to £5,634, as the DES suggests, it should go higher. The DES scale therefore includes seven threshold payments but the universities scale adds four thresholds.

There is a further quarrel. There are 17 steps in the university scales compared with 15 in those for the polytechnics. The universities argue that the scales should be put together at the bottom, and that university lecturers therefore need at least two extra increments.

Where the DES suggests £5,634 at the top of the scale, the universities, therefore, suggests £5,634 plus two increments, leading to its proposal of £6,501, which incorporates both the extra increments (above purely with the polytechnics), the May to October, 1974, cost of living increase.

All the scales are calculated to October, 1975, and one other element.

The other element arises from one further argument that has been put by the universities which it considers crucial. This is that if "broad comparability" means that there is to be equal pay for equal level work, university teachers should get more than their polytechnic teachers, since all their work is at degree level, compared with the 50 per cent of degree work that outlives polytechnics to "university" scales. The £6,501 therefore includes some £300 to account for the qualitative differential.

UNIVERSITY CLAIM AND THE GOVERNMENT OFFER

Scale Point	Current Scales		Committee A Part 1 Claim		Increase over column 2 thresholds	Basic scale including 7 thresholds		DES Part 1 offer		Increase over column 2 thresholds	Scale Point
	Basic (1)	Plus thresholds (2)	Basic (3)	Plus thresholds (4)		(5)	(6)	(7)	(8)		
1	2118	2347	2078	3161	These	11.7	2778	2861	These	21.8	1
2	2247	2476	3291	3374	scales	16.3	2955	4038	scales	22.7	2
3	2412	2641	3504	3587	15.8	3132	3215	3215	15.8	21.7	3
4	2580	2809	3717	3800	15.3	3309	3392	3392	15.3	20.8	4
5	2757	2986	3930	4013	14.4	3486	3569	3569	14.4	19.5	5
6	2931	3160	4143	4226	13.7	3663	3746	3746	13.7	18.5	6
7	3108	3337	4356	4439	13.0	3840	3923	3923	13.0	17.6	7
8	3285	3514	4569	4652	12.4	4017	4100	4100	12.4	16.7	8
9	3462	3691	4782	4865	11.8	4194	4277	4277	11.8	15.9	9
10	3639	3868	4995	5078	11.4	4371	4454	4454	11.4	15.0	10
11	3816	4045	5208	5291	10.9	4548	4631	4631	10.9	14.2	11
12	3993	4222	5421	5504	10.5	4725	4808	4808	10.5	13.4	12
13	4170	4399	5634	5717	10.2	4902	4985	4985	10.2	12.6	13
14	4347	4576	5847	5930	9.9	5079	5162	5162	9.9	11.8	14
15	4524	4753	6060	6143	9.6	5256	5339	5339	9.6	11.0	15
16	4701	4930	6273	6356	9.3	5433	5516	5516	9.3	10.2	16
17	4878	5107	6486	6569	9.0	5610	5693	5693	9.0	9.4	17

Source: AUT Memorandum.

POLYTECHNICS AND UNIVERSITIES: A 'TIES' SPECULATION

Lecturer: minimum	Lecturer: maximum	Professor: minimum	Professor: maximum	Increase (per cent)	Notes	Present further education	26 per cent	Present university	AUT	25 per cent	DES proposal	25 per cent
2,670	5,412	3,364	6,819	26.1	1	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	2	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	3	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	4	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	5	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	6	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	7	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	8	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	9	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	10	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	11	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	12	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	13	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	14	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	15	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	16	2,670	3,364	2,670	3,364	3,364	4,300	3,364
2,670	5,412	3,364	6,819	26.1	17	2,670	3,364	2,670	3,364	3,364	4,300	3,364

Notes: 1. A national figure based on the average 26 per cent claim made by the AUT.

2. A national figure obtained by adding a national cost-of-living increase to the proposals made by the AUT.

3. Sources: Tables prepared by the DES and the AUT.

4. The DES also clearly stated that at no time in the discussions was there any intention to adjust university salaries to a 1974 position from the comparable date, namely October 1, 1974, and that university academic staff are at present paid on scales appreciably lower than those doing degree work in the other sectors.

5. "The manifest injustice of this situation is the biggest single factor in the very considerable loss of morale which is occurring in the universities. The nation can ill afford to damage further a university system which is one of the finest in the world and which has served the nation well."

6. The organizers of the four other student groups campaigning for the pro-Market side, with a total of 92 branches in universities and polytechnics. The Young European Federalists are a more recent creation, although their aim of securing a united federal Europe seems to be the same as the YEU's. They have, so far, been the most active in the campaign, with organized minibus tours and mass leaflet distribution.

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Laura Kaufman examines the latest stage in London University's wrangle over statutes.

A constitutional case to set before the Queen

In the imposing atmosphere of the Privy Council chambers in Downing Street a judicial committee of the Council last week heard four petitions against London University's proposal to amend six of its statutes.

The most recent precedent for such a case was in 1972 when convention petitioned for Majesty in Council to disallow a proposed new statute which would have increased the number of heads of college on senate.

Last week's three-day hearing was, however, more complex. This time the petitioners—Professor John Griffith, professor of law at the London School of Economics, and Mr Louis Blom-Cooper—were presenting four petitions against six proposed new statutes.

The effect of the new statutes would be to make the vice-chancellor the full-time salaried academic and administrative head of the university, appointed initially for four years with eligibility for reappointment for a further four years.

Under the present constitution the vice-chancellor is elected annually by the senate and is unpaid, although he retains his professional salary.

The university is quite frank in the preamble to the application to the Privy Council, saying that the combination of both posts, academic and administrative, is designed so that "the university's federal system should be strengthened and its leadership, management and administration".

The first petition, signed by 27 professors, 15 readers, 17 senior lecturers and 69 lecturers, seeks to have the statutes disallowed on the grounds "that the university failed to consult the teachers of the university at its schools or institutes on the contents of the proposed statutes, and that the university failed to take any steps for facilitating the making of representations".

The second and third petitions, each signed by 11 law teachers, including three professors, seek to have the first case three and in the second case all of the statutes disallowed on the ground that it is beyond the powers of the senate to make and amend statutes under the University of London Act of 1926.

The fourth petition, signed by 15 professors, seven readers, 12 senior lecturers and 12 lecturers, argues that the statutes are intended to strengthen the vice-chancellor's position and are proposed by the university to carry out an important part of the changes recommended by the Murray Committee.

It argues that the statutes and changes will result in a transfer of power from the schools of the university to "an enlarged central administrative organization" and that the statutes and changes are "not in accordance with the wishes of the schools and are contrary to the best interests of the teachers and the students of the university".

Most of the discussion turned on the proposed new role of the vice-chancellor, the effect of this role on the federal nature of London University, the alleged failure to consult teachers and the alleged lack of power of the university to make and amend such statutes.

These points depended on five documents: the Hilton-Young Committee report of 1926, which recommended that the vice-chancellor should be an academic and largely titular head holding office for a limited period, unburdened by administrative duties, and the University of London Act of 1926, which specified that the university may only make statutes which are "in general concordance" with the Hilton-Young report, subject to any modification which may appear in them to be expedient and then only with the consent of the schools, colleges and institutions.

The other three documents are the Murray report, which recommended a full-time salaried academic and administrative head of the university, and the setting up of a joint committee of court and senate for planning and development (JCCP); the university's first consultative report, which received vociferous opposition to the appointment of a full-time vice-chancellor of this kind, and the university's second consultative report which retains the JCCP and excluded the question of the vice-chancellor's role altogether.

Mr Blom-Cooper outlined the case that the vice-chancellor should not be the full-time academic and administrative head of the university, that the federal nature of London University would be destroyed by

such changes, and that there had been a lack of consultation after the university's second consultative report.

He pointed out that clauses 1 and 62 of the Hilton-Young Committee report specified that the vice-chancellor should be a distinguished academic, appointed for a limited period only, to represent the university at ceremonial functions, conferences and deliberations of other learned bodies, and that he should be elected annually by the senate.

"The distilled essence of these six proposed statutes is that the status of the vice-chancellor is to be fundamentally altered from being a part-time, unpaid, annually appointed, academic head of the university and that status has been changed to a full-time, salaried, academic and administrative head with tenure of office of eight years and this fundamental alteration takes place as part of an accretion of greater academic power by the centre over the lives of the constituent elements of the university", he said.

Professor Griffith, in his quiet but passionate manner, stressed the transfer of power over academic affairs from the schools and teachers to a small central planning body, and outlined in detail the timebarring which, he said, had led to a lack of consultation.

He pointed out that after the Murray report of 1972 the university had followed the procedure of consultation. Some 204 submissions were received, and among these were represented eight non-medical colleges out of 15, including four of the major colleges, University, Kings, Queen Mary and University, representing over 6,000 staff. All had objected to the proposed new role of the vice-chancellor.

However, he said, the university had prevented further discussion by setting up a separate committee to advise on the proposed new role of the vice-chancellor, and the third of the Murray Report's recommendations. The committee report was issued in November, 1974, with a four-month deadline for representations to be made. Yet teachers had only had a fortnight to consider the document, and the third of the Murray Report's recommendations had been extracted, he maintained.

"This is a university of 35,000 students and 6,000 teachers. To try to centralize academic decisions

is impossible. It may be a good way to run a factory, but it is not a possible way to run a civic, unitary university, but it is neither a good nor a possible way to run a college-based university like Oxford, Cambridge, or a university the size of London", he said.

Mr Hugh Francis, QC, representing the university, said that the only constitutional changes proposed were that the appointment of the vice-chancellor by the senate would in future require the concurrence of the court and the vice-chancellor would not be elected annually but for four years with the possibility of re-election.

The new statutes did not in any way diminish the power of any part of the university and did not involve any transfer of power from the constituent parts to the centre. The two distinct offices of vice-chancellor and principal would remain subject to the overall control of the senate and the court, he said.

Save as regards the duration of the vice-chancellor's term of office or mode of remuneration, the new statutes do little more than reflect and finalize changes of circumstances which have been brought about by the course of events.

He countered arguments about lack of consultation, saying that the university had kept teachers informed of proposed changes.

But Mr Blom-Cooper, exercising his right of reply on the third day, said the constitution was not just concerned with the sovereign power of court and senate. "The constitution is about the distribution of power in a particular institution, and also about the status and functions of the various persons among whom these powers are distributed", he said.

"My learned friend seems to say that all the changes in the new statutes are only minor matters and not fundamental. This places the university in a logical dilemma. Either these statutes are important, and in my submission they are, or they are unimportant, in which case why bother to go through all this process in the first instance?"

The three Lords hearing the dispute, Lord Morris of Borth-y-Gest, Lord Kilbrandon and Lord Salmon said they would be reporting to the Queen in Council as soon as possible.

Student costs cast doubt on UGC ratio

Postgraduate students are at least three times more expensive to educate than undergraduates, according to figures recently produced by two educational economists.

They say that in mathematical and physical sciences postgraduates are up to six or seven times more costly than undergraduates, which makes the present UGC ratio, assumed by the University Grants Committee in all subjects except law, grossly unfair.

These figures were published in the March edition of *The Economic Journal* in a paper by Mr P. R. G. Layard and Mr D. W. Verry of the centre for the economics of education at the London School of Economics.

The authors advanced their figures tentatively since several major assumptions were made in their calculations. Nevertheless, they considered both their results and the methods of producing their figures were a useful tool of economic analysis of higher education.

Using data collected by the UGC when it was making its quinquennial settlement for 1968-69, Layard and Verry made an economic approach to the costs of university work. They produced a series of cost equations relating departmental and central university costs to numbers of undergraduates and postgraduates and to research output.

Because they were working out figures for similar departments in all universities, except Oxford and Cambridge, the authors assumed that cost equations were the same for every university.

They had to assume, too, that numbers of students and research hours of staff are an "output", which obviously varies tremendously between individuals and between subjects.

The UGC data they used did not cover the capital costs of buildings and large scale equipment. Omitting them means that Layard and Verry had to assume buildings were not substitutes for current "inputs". In other words they assumed a new laboratory would not reduce the number of test tubes, or teachers, needed.

Costs were computed in two ways. According to UGC returns nearly 60 per cent of university costs belong to the departments which Layard and Verry gathered together under six main faculties. In the first method, the aggregate linear cost equation, they added together teachers' salaries, other wages, consumables and minor equipment and spending from specific research funds to get total costs.

The second method was related to a number of indices: the number of departments, undergraduates and postgraduate student years and the total number of hours each year which staff spent on personal research.

The authors weighted the annual research hours by the salary of the academic concerned. The hours were then weighted by the average salary for his grade and divided by the average for all grades and universities.

However, when the calculation for research was not included, very interesting results emerged. It appeared that substantial economies of scale existed in certain subjects, partly because the ratio of research hours to student numbers fell as student numbers in each department rose.

For example, in an arts, social sciences or even mathematics department costs per student fell as the number of students rose. However, in physical and biological sciences there were virtually no returns to scale.

When they examined the central costs of a university, the authors found that as numbers rose, the costs of administration fell, as did those of maintaining the site and buildings.

The second method of working out costs used by Layard and Verry was to allocate costs to departments on the way academics spent their time. They used this as a check on their major "aggregate" computations.

David Walker

D. W. Verry and P. R. G. Layard, Cost Functions for University Teaching, *The Economic Journal*.

Too many modules can spoil the mixture

WILLIAM GUTTERIDGE reviews some of the problems currently faced by CNAA validation boards assessing modular unit-based courses in the liberal arts.

courses already approved and that no additional staff is required.

These requirements have powerfully boosted a trend towards modular unit-based courses which, on the surface at least, have obvious advantages in terms of student choice, staff specialization and the concentration of resources.

What seem not to have been foreseen are the scale and complexity of the proposals and the many consequential problems of comparison between the professionally-oriented BEd, BA and BSc courses on which students are not necessarily as clearly motivated. The institution of the DipHE, nationally equivalent to the first two years of an honours degree course, has also raised a number of difficulties relating, for example, to the transferability of students to a degree course without loss of time.

These developments place a heavy responsibility on those concerned with monitoring the new courses at all stages. It is not only that we are faced once again with a revival of the debate on whether to have a degree or about the kind of depth, breadth or integration which indicates the achievement of an honours level; student (and staff) satisfaction within the framework of the new structures is in doubt.

When faced with a large and complicated scheme, whether modular and multidisciplinary, or integrated and interdisciplinary, the rationale and structure of the course need questioning and specific justification. The general assumption is that the scale provides the student with the maximum range of choice and the staff with the optimal opportunity to specialize, but is a very wide choice necessarily desirable? Should the only concern be to build in sufficient restrictions to achieve the semblance of a coherent coherence and progression for each individual?

Experienced academics know that in fact a choice of options is not the end of the matter. Frequently, students are expected to make a selection of topics within a syllabus, and to choose a course to follow. The shorter in service of students with two A-levels who are no longer to be trained specifically as teachers. It needs to be recognized, however, that the pressure to diversify relates not only to such practical problems but to new educational thinking about the need to enable students to defer commitment to a choice of career.

This situation, taken along with the rapid development of the polytechnics and the introduction of the two-year DipHE, constitutes a challenge to long-established procedures of control, and raises important issues of demand and national need. The generation, as a relatively short term expedient, of a large number (variously calculated as being between 10 and 20,000) of extra places in diploma courses places in the humanities, could easily distort desirable developments in further and higher education which might arise from a reconstruction of the school curriculum, especially for the 16 to 18 age group.

It would be idle to pretend that the role of validation bodies, whether the CNAA, or universities in some cases, has not been affected by the educational emphasis contained in the 1972 White Paper on education and the DES Circular 6/74. Paragraph three of that circular gives some indication of the bias in these documents.

An envisaged in the White Paper, unit-based courses are being developed which permit students to defer their commitment to teaching as a career and promote the education side by side of those who may ultimately take a BEd, BSc, or Diploma of Higher Education.

The same document allows polytechnics and other institutions approved for general purpose higher education to apply for a more general authority enabling them to offer courses leading to a full-time DipHE or first degree which are wholly or mainly constituted of elements common to existing or proposed courses of teacher education or to other advanced

education yet few attempt to define the objectives of a particular syllabus in precise terms and to see it as one of a number of building blocks towards a whole consisting of a well thought out aggregation of skills, experience and intellectual training of different kinds.

To talk of staff as resources is to tend to dehumanize the process of education. Lip service is often paid to the concept of staff development, though the provision of courses with a wide range of subject options is claimed as liberating—in that the opportunities for specialization are necessarily greater.

Observation of proposals for degree schemes in the humanities suggests that in an anxiety to acknowledge all disciplines already represented in an institution staff may either be spread too thinly and required to be too versatile, or, because of excessive specialization, locked forever in a limited routine. Excessive specialization in the shape of repeated teaching, semester after semester or term after term, of one or two modules, seems bound to lead to sterility and to academic "apathy" of the committee kind.

Whether those concerned with validation should be more concerned by concentration than by the breadth of teaching required of individuals is an open question. Fluctuating demand for options in very large courses is likely to lead to uneven staff employment through the years and thus to considerable frustration. And with the waning of the fashion for first year foundation courses, new ways need to be found to assess the potential of a particular intake of students and for students to acquire the necessary tools of their disciplines.

Elaborate schemes generate elaborate committee structures, prodigal of time and productive of tensions. Large scale admissions and administrative functions have to be performed, generally with inadequate secretarial help. The case of a multi-disciplinary course with hundreds of students and after two years only half a secretary at its disposal is regrettably not unique. Administrative support is, in spite of well meant promises by polytechnic directorates and college principals, often negligible. These needs are not met, and the consequent proliferation of now relatively expensive (after Houghton) academics, who are not necessarily the best people for the purpose.

The advantages in terms of academic stimulation of interdisciplinary and multidisciplinary activities no longer need to be argued but they can quickly dissipate if the abandonment of traditional structures, like departments, leads to a loss of control.

Counselling, which seems to be regarded in some quarters as the panacea for all ills, is higher education for academic purposes about the application of criteria. A student needs to have some concept of the nature of a good choice. Counselling simply to resolve artificially created problems is obviously wasteful and undesirable.

This is part of a general problem not unique to complex, large scale courses. The concept of a coherent, highly integrated course may be so sophisticated that it becomes wholly lecturer-oriented. At too late a stage in his development, if at all, the student reaches the point where he can take off on his own and to see the direction in which his studies should lead him.

Underlying the majority of proposals currently being presented is an assumption that examinations, like military governments, are essentially undesirable, while continuous assessment, like democracy, is esteemed. Why? The equal applicability of projects in all subjects ought also to be considered. There is no doubt the continuous or continual assessment, whatever its advantages, helps to compound the problem of choice. And when there is more concern for the overall educational development of the student, new course structures are reinforcing a tendency to examine, test or assess progress on a piecemeal basis. How many architects themselves whether the impact of each syllabus should be tested separately?

Correspondingly, most humanities courses claim to provide a broad

development. At the same time, the approach to this problem in situations where colleges of education merge with polytechnics will help towards resolving the difficulties and identifying the difference between a professionally-oriented course and that which is intended as a general education.

The essential problems and areas of controversy need to be identified for much depends upon the BEd being recognized unquestionably as a degree in its own right and of a similar standard to the BA. The BEd and BA, however, are by nature different awards. Some would suggest that the root of the dilemma lies in the conflict between the conservative and concurrent approach to teacher training. If a concurrent mode of education and training is adopted, then the problem of the standard achieved in the separate academic disciplines will be much greater than if a concurrent style is emphasized. In this connection, colleges might look at the possibility of a two-year programme to begin with, with the maximum of common courses, and a divergence after the end of the second year. Even so, a complete overlap to that point does not seem likely to be attained. The introduction of the DipHE poses a parallel structural problem in relation to three year BA courses especially those in which, as is common, Part 2 lasts two years.

The obvious structural difficulties should not, however, be allowed to disguise a more sensitive problem. Many of the colleges which are now being required to move away to some extent from teacher training have traditionally covered a very wide spectrum of disciplines to a variety of levels.

In some fields like history and English they have developed substantial groups of staff, some of whom have secured academic recognition in their own right for their original work. In other fields, very small numbers of staff have made a worthwhile contribution to the general education of teachers, but they have not necessarily laid the foundations for a development of their subject to major or even minor subject level within a degree programme.

The tendency so far has been for colleges to be embarrassed to ignore the variations and to put forward comprehensive schemes representing virtually everyone's interests as they stand. In the long run, academic boards and communities of academic staff will surely need to accept the responsibility of decisions between themselves and selecting those fields which may be adequately developed with existing resources to the appropriate degree or diploma level.

Because the DipHE is a new course and its form and content are still largely undetermined, the problems of inter-relationship with BA degrees in the humanities are less severe and the possibilities of joint validation greater. It would be wrong at the present time when the situation is so fluid to make comments which might be taken into account all the factors necessary for the establishment of a reasonable balance of personalities, forces and influences.

The establishment of comparable standards between these kinds of programme is presently of concern. Not only on grounds of cost effectiveness, but to obtain the benefits of cross-fertilization, an overlap of study units between such courses is obviously desirable. It is, however, arguable whether the purpose of a history syllabus in a BA degree is identical with that in its counterpart. Their commonality of content is affected by the differing motivation of the students and attitudes of the staff, according to their origins and experience. The application of the terms of Circular 6/74 may turn out to be an obstacle

Some of the experience so far in looking at BAs and DipHEs in parallel suggests that a solution may be for students after one year of their programme to be offered a clear choice between continuing on a broadly based DipHE programme or conversion at that point to a degree course. Students who wish to maintain the option of proceeding directly to a degree may have to fulfil certain prescriptions even during the first year.

As the joint proposals begin to mount in number the danger is that the validity of the DipHE as a distinct two year vocational qualification in higher education may never be adequately tested. The advantages of a self-contained two year course could be lost in a welter of technicalities relating to the problems of student transfer. The particular merits of a three year programme for some vocational purposes need at least to be questioned.

Creative arts

Many of the institutions now proposing degree courses leading to an award of BA in humanities have been for years offering at different levels subjects in the creative and performing arts. On the grounds of the contribution they can make to a liberal education, there is a justifiable enthusiasm for their inclusion in programmes of combined studies.

There are two kinds of problems. The first is the question of comparability of standards between conventional academic subjects based on literary sources, and studies involving creativity where technical skills must be learnt not only for precision of expression but for understanding. Then there is the practical problems that the development of skills enabling a worthwhile level of performance in these arts is exceptionally time consuming and by its nature likely to distort the framework of a combined studies programme. Moreover, the different arts themselves have different requirements.

The questions here to be determined are whether the special demands of practice and varied modes of assessment are reconcilable with the structural requirements of combined studies courses, especially those in a modular form. The contribution which will be made to the ethos of a college by the development of activities in the arts is generally accepted as unquestionable, but the process to which arts should be built into formal course structures is the issue to be resolved.

These are some aspects of a network of problems involving fine judgments on the part of those present concerned in the process of validation. The process is now widely recognized as constructive rather than negative, advisory rather than sometimes unavailingly condemnatory. One additional problem is logistical: the organization of large groups of academics to carry out the consideration of the course and to take part in discussions with the staff who intend to teach them is a major task.

It would be no exaggeration to say that the current round of submissions and review raises issues of such importance that in some senses the whole pattern of degree education in Britain in the future is involved.

A pessimist might argue with some justification that it is not only the future which is at stake but the past achievements of institutions at this stage in the development of the CNAA could bring into question the standards for which many think it is now deservedly recognized. Some universities intending to validate college of education proposals themselves are in a similar position and their decisions are likely in turn to affect the others. For the humanities and liberal arts in general, this is indeed a crucial period during which an aggregation of decisions will inevitably determine for some time the course their reputation as the basis for a general higher education.

Mr Gutteridge is director of complementary studies at Aston University in Birmingham and chairman of the CNAA combined studies (humanities) board. Next week: William Taylor on universities, colleges and the CNAA.

American news

Inequality remains rife, Carnegie paper charges

from Frances Hill

There is as much inequality of opportunity in America's present-day system of higher education as there was in the more restricted system of higher education before World War II, according to a paper by Alan Touraine, of the Study Centre of Social Movements in Paris.

His conclusion comes in a collection of abstracts of studies undertaken for the Carnegie Commission on Higher Education, to be published next month.

Out of every 100 male high school graduates with high socio-economic status 91 go to college, whereas only 69 out of every 100 male graduates with low socio-economic status do so, Mr Touraine says.

Of the high school graduates with high socio-economic status 81 go to a senior college, offering a BA degree, as against 52 of the students with low socio-economic status.

Seventeen of the low status students go to junior, two-year colleges, but only nine of the high status students go to these colleges. The author argues that the junior college is "a convenient way of appearing to cater to the aspirations of the masses for higher education while actually serving the interests of the leading universities and the social elite."

Another study in the collection claims that the proportion of women relative to men in higher education declined during the 1960s. The proportion of women rises steadily as the quality of institutions declines, says Martin Trov, professor of sociology at the University of California, Berkeley.

Because of their marginal status in universities (in less prestigious institutions, in less prestigious fields, in less secure professional appointments) women "are often excluded from the scholarly community of their field, reducing their visibility among their fellow scholars and making research doubly difficult."

Several of the studies criticize the policy of training all university and

college teachers to pursue original research work. "It is Utopian to believe that all who reach the 50 per cent who enter college will also wish to become professional researchers and the price which has already been paid for attempting to educate all college students as though they were to do research has been out of all proportion to the improvement in faculty competence," says Joseph Ben-David, professor of sociology at the Hebrew University of Jerusalem.

Mr Ben-David suggests the creation of a new degree which ensures the highest level of competence without requiring an original dissertation. He says that some means other than the volume of publications must be sought as a means of evaluating the professor.

Among projections into the future of higher education is the claim, by Alexander M. Mond, professor of administration of the University of California, Irvine, that the future student body will comprise the entire adult population. "Higher education will be spread out over one's lifetime as an occasional part-time activity because, as society changes more rapidly, so will careers. What is worth learning will be decided by the student rather than by someone else."

An alternative system of higher education must be developed to cope with these changes, says Mr Mond. In this system the vast majority of students would attend college initially on a full-time basis for only one year.

Additional higher education would always be available according to need and desire, but as part-time activity extending throughout life. Almost everyone would attend college for a year, regardless of whether he or she had graduated from high school. To help develop this alternative system the government should fund "the video university," since "it is the most cost-effective method of bringing educational opportunity to all citizens at all levels of preparedness."

Sponsored research of the Carnegie Commission on higher education, McGraw-Hill Book Company, \$515.

Women's studies winning fight for respectability

Nine hundred and seventeen institutions of higher education are this year offering 4,980 courses in women's studies—the highest so far.

Many of the courses are given as part of the regular offerings of established departments. Barnard College in New York, for example, is offering women's studies courses in 11 departments. The departments of history, religion, classics, and French, for instance, are offering respectively "Images of Women in American Intellectual History," "Women and Religion," "Women in America," and "French Women Writers." Barnard also offers an interdisciplinary course, called "Determinants of Sexuality," combining the disciplines of psychology and biology.

Almost all of the faculty who teach and the students who enrol in such courses are female, and many of those who are petitioning for separate programmes of women's studies are committed feminists who believe that the classroom should be used as a forum for "politicizing"—that is, for interpreting the workings of society from a strictly feminist viewpoint and for instructing students in ways of overcoming "sexism and oppression."

Because of their professed political aims, the feminists are meeting with some opposition from administrators. Barnard, for instance, has thus far resisted demands for a separate women's studies programme because of a reluctance to "separate" Barnard from its academic commitment.

More than a hundred institutions, however, have already set up separate programmes, often leading to a degree in women's studies. George Washington University in Washington DC, for example, has

Women's Studies Department that specializes in preparing women students for the psychological consequences of their own.

Brooklyn College of the City University of New York will inaugurate a "double major" programme next autumn by which a student will be able to get a BA degree by electing two majors, one in women's studies and one in another discipline.

Thus they hope to reassure prospective employers who might not be receptive to a graduate who had majored only in women's studies.

One institution—the State University of New York at Binghamton—offers a PhD in women's studies.

Some programmes, despite their innovative subject matter, are scholarly and academic in the traditional manner—such as the women's history programme that Professor Gerta Lerner is developing at Sarah Lawrence College in Bronxville, New York.

Others—such as the Women's Studies Programme at the Old Westbury campus of the State University of New York—are "radical, change-oriented," and "into politics on behalf of women faculty and students." Between the broad range of programmes and approaches, Catherine A. Simpson, for instance, who is a professor of English at Barnard, gives a course entitled "Sexuality in Literature," which she collects to a large extent on the customary methods of literary criticism because she feels that women's studies "must have a base in a discipline."

Jewish visa bans hit Saudi connexion

from Angela Stent

CAMBRIDGE, MASS. University assistance to Saudi Arabia, which once seemed to offer lucrative prospects for bankrupt colleges, has become caught up in a series of controversies. The latest, and most dramatic, is the last-minute cancellation of a Massachusetts Institute of Technology contract by Prince Mohammed, a son of the late King Faisal, over a disagreement about the right of Jews to work on the project.

The contract has been under negotiation for two years, and MIT is exchanging for planning Saudi Arabia's water requirements and supply for the next 20 years. MIT would have trained Saudi technicians and students at its Cambridge campus and would have sent advisers to Saudi Arabia.

Under the draft agreement, Saudi Arabia was supposed to agree not to deny a visa to any academic personnel assigned to the project by MIT. Dr Jerome Wiesner, president of MIT, wrote a letter to Prince Mohammed, chairman of the Saline Water Conversion Corporation, saying that any act of racial or religious discrimination towards a MIT participant would be cause for cancellation of the project.

Apparently, Dr Wiesner had been under pressure from MIT faculty and graduate students over the issue of visas for Jews.

Prince Mohammed called this letter "threatening" and refused to sign the contract. Dr Wiesner denied that his letter contained any threats.

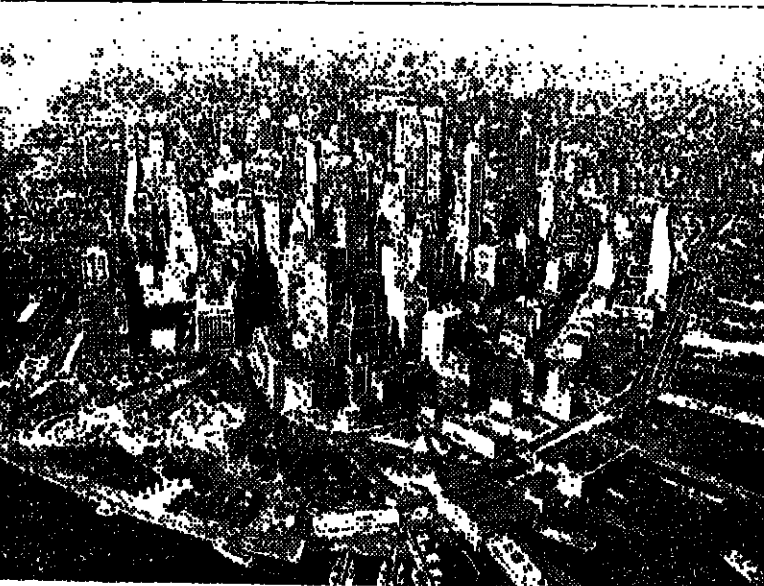
Harvard has also been approached by the Saudis for involvement in a

project to increase the "health manpower" of the country, but Mr David Bok, Harvard's president, has so far rejected the offer—again because of possible problems over visa restrictions.

However, Dr Roger Nichols, professor of microbiology at Harvard, has decided, in the face of the university's refusal to explore the proposal, to set up his own private corporation of academics to arrange consultant work with the Saudis.

The corporation, called University Associates, includes professors from Harvard, Johns Hopkins and the American University of Beirut.

So far University Associates has not "one contract with the Saudis for something in six figures," as the corporation's publicity materials claim. The corporation is exploring the possibility of private consultant assistance to the country's health services.



New York: planning lay-offs to beat inflation.

Fairer deal urged for student aid

from our correspondent

NEW YORK Federal student grant and loan systems should be restructured to provide a more rational policy of financial aid to students, says a report by the Consortium on Financing Higher Education.

The Basic Educational Opportunity Grants programme and the Supplemental Educational Opportunity Grants programme should have two distinct functions, the report suggests.

The Basic Educational Opportunity Grants programme should provide low-income students with the means of attending an institution of higher education, by awarding grants to cover most of the students' costs apart from fees.

The Supplemental Educational Opportunity Grants programme should provide low and middle income students with the chance to choose between different types of universities and colleges, which vary from public institutions charging no tuition fees to the most prestigious private universities charging about \$4,000 a year of tuition, by awarding grants specifically to cover the cost of tuition.

The amount of the maximum Basic Educational Opportunity Grant should be related to the national costs, excluding tuition fees, of attending university or college, less the average summer earnings of a student.

The Basic Educational Opportunity Grants programme should be funded as a "true entitlement," the report says. By establishing the programme's obligation to make awards to all students eligible for it, the programme would be "transformed from a clearly focused national access programme."

The Supplemental Grant programme would be aimed at enabling low or middle income students to attend moderate and higher price institutions. "If this group of students, whether attending private institutions or out-of-state public institutions, which is particularly in need of tuition-related help, since they are neither subsidized by low tuition nor aided adequately by state scholarship programmes."

Under the present programme Supplemental Educational Opportunity Grants are awarded to students who qualify based on need regardless of whether they have received a basic grant. This approach should be retained, the report says, as most students from middle-income families, ineligible for basic grants, will have need for tuition-related assistance if they attend moderate and higher tuition institutions.

The federal government's two student loan programmes, the National Direct Student Loan programme and the Guaranteed Student Loan programme, should be brought into much closer alignment. The interest rate on the National Direct Student Loan programme should be increased from 3 to 7 per cent.

The Consortium on Financing Higher Education, consisting of 23 universities and colleges, has compiled its report in response to the current Congressional review of the Higher Education Act.

Pay round begins as union resists freeze proposal

from Henry Wasser

NEW YORK With current academic contracts expiring on August 31, salary bargaining has begun between the Professional Staff Congress (American Federation of Teachers) and the City University of New York.

The negotiations are starting at a time of severe budget cuts for the city. The New York authorities, confronted with a large gap between revenues and expense of government, is pressing the faculty union—along with municipal employees—into accepting pay-offs and a freeze on wage increases.

But the Board of Higher Education governing CUNY has a degree of autonomy from the city administration which has never been precisely defined. Receiving money from the city and the State of New York, the Board has clear-cut authority to negotiate within its budget with the elected bargaining board.

While neither side has so far shown its hand, the Board has stated unequivocally that "a significant overall increase in the instructional staff workload is necessary" because of financial and other pressures.

In preparation for the grueling sessions likely to last until the end of the present contract, the union has published a list of accomplishments during the five years of collective bargaining with CUNY.

Faculty over the country will note with great interest what one of the first designated bargaining units counts as its major achievements. The union says that its contract established the university's first union systematized procedure for the observation and evaluation of instructional staff members. It has blocked the substitution of selective salary increments dispensed by college presidents for mandatory increases.

While obtaining limits in class size, it has obtained a university-wide amount of \$1,725,000 a year for research grants. The PSC won its struggle against the imposition of a tenure quota policy. And it initiated and established an Instructional Resource Centre, financed by the Board, to develop techniques and materials designed for large numbers of under-prepared students entering under "Open Admissions."

More turn to three-year courses

As the cost of higher education continues to rise, a growing number of American high school students are opting for a three-year college degree and some universities are beginning to reassess the value of the traditional four-year BA. Figures recently released by the College Entrance Examination Board show that the advanced placement programme, which is becoming increasingly popular, is becoming a "double-edged sword" in universities.

Advanced placement offers college-level courses to gifted high school seniors while they are still in school. If they do well enough in the examinations, they can enter college as sophomores, thereby skipping their freshman year. Advanced placement courses and examinations are offered in 15 subjects.

The programme began in 1955, and after one year of operation 1,229 students took the examinations. 104 high schools and 130 col-

leges initially participated in the scheme. In 1974, 61,000 students took the tests, involving 3,357 high schools and 1,884 colleges—about half of the institutions of higher education in the country. This year, 67,000 students will take the examinations.

In order to gain sophomore standing in a college, a student must ordinarily obtain good marks in three or four subjects. The examinations are graded on a scale from one to five, and grades of three or better are considered "good marks."

A growing number of universities, among them such prestigious ones as Harvard, Yale, Brandeis and Brown, have adopted the programme. The financial savings derived from this programme are considerable. Given current college costs, a student can save from \$2,000 to \$6,000 by jumping one year of study.

Students can also advance placement status at the job market. Nine,000 students took the examinations last year, and the job market was much better than in previous years.

West Germany

Bonn moves to unscramble research tangle

by Günther Kloss

The government has approved proposals by the Federal Research Ministry which seek to achieve better coordination of research activities sponsored by the various government departments. Under West Germany's constitution the central government has much greater powers in the field of research and development than in any other area within education and science, and funds available for this purpose in the Budget will not fall far short of DM10,000m (£1,800m) in 1975.

Hitherto government departments have acted independently and not even the Research Ministry, which concentrates on research and technology outside the universities but controls only about half of the government's research and development expenditure, was aware of the plans of other ministries.

It was this absurd situation which last October led the Budget Committee of the Lower House (Bundestag), probably in collusion with the exasperated Research Ministry, to impose an across-the-board 20 per cent temporary cut in all research and development expenditure envisaged in the 1975 budget (THES, November 15, 1974).

All government departments spending more than DM10m on research will now be required to draw up proper goal-oriented plans for their programmes, conforming to a standard pattern.

Where governmental objectives, whose realization involves several departments, call for prior research, 9,600m to DM 20,000m, representing 3.4 per cent of the GNP. This trend is similar to that in other European countries.

The support given by the federal government, the Länder and local authorities to research inside and outside the universities is growing at a faster rate than that given by industry: the share of public expenditure in this field increased between 1969 and 1972 from well below 50 per cent to 51 per cent. Universities spent scarcely 20 per cent of total available research funds, the share of research being undertaken in industry.

Two new universities aim to take pressure off Rome

from Patricia Clough

ROME Italy's highest planning authority last week approved the foundation of two new universities in the Lazio region to take the pressure off Rome University which, with more than 130,000 students, is one of the biggest in the world and the most chronically overcrowded of all the country's universities.

The inter-ministerial Committee for Economic Planning gave its assent to the creation of a university at Viterbo, a pleasant medieval town 50 miles north of Rome and another at Cassino, 80 miles to the south.

Their purpose, it said, was to help reduce the pathological overcrowding at Rome University which was designed to educate only a fraction of its present student population.

The committee also agreed to spread up plans to found a second Rome University on a site between the southern outskirts of the city and Frascati, a wine-making town in the Alban Hills.

This project, which has been gathering dust for years, has become increasingly difficult with the passage of time because housing and apartment blocks have been springing up illegally on the land earmarked for the site. Although the builders or owners can be prosecuted it is highly unlikely that any buildings would actually be demolished.

The committee also ruled that any further universities should only be opened in the few regions which so far have none.

This follows a government circular some months ago asking the regional governments to submit proposals for new universities: the prospect aroused rivalries and considerable manoeuvring among local authorities wanting the prestige and status of being a university town.

The situation is complicated by the fact that in numerous smaller places local dignitaries have started up private or "free" universities or faculties with the aim of eventually getting them state recognition and funds. The committee's decision appears to have thwarted such ambitions—at least for the time being.

South Africa Blacks to get medical school

South Africa is to have its first purely African medical school in the near future, Mr M. C. Botha, Minister of Bantu Education, has announced.

Mr Botha said that the necessary legislation would be introduced to establish a university at the African town of Ga-Rankuwa in a homeland adjoining Pretoria and near a new modern hospital for Africans.

The medical school would be

homelands, and the administrations of these territories, as well as the existing three African universities, would be asked to play a part in the development of the institution.

As the Minister, from the nearby "white" universities of the Witwatersrand and Pretoria, which have responded by offering to help in the preparation of syllabuses and the provision of lectures and the new medical school is able to

West Indies

Devolution 'key to innovation'

from David Walker

ST AUGUSTINE, TRINIDAD A radical measure of devolution of power to the three campuses of the University of the West Indies could be agreed by the beginning of next academic year. Under proposed new ordinances the campuses could set and mark their own examinations.

The move comes at a time of growing dissatisfaction with the unified constitution of the university, which became independent in 1962 with separate campuses at St Augustine, Trinidad, and Mona, Jamaica. A third was added in 1970 at Cave Hill in Barbados.

If examinations were held separately the university would still keep its federal structure, probably through a system of mutual inspection of examinations. For instance, in arts and general studies, external examiners could be appointed from two of the campuses to check on standards at the other.

Mr Hugh Gibson, secretary at St Augustine, said that proposals like these could save the university money and time and obviate a deep feeling of frustration among many Trinidad academics. They felt isolated and the growth of new courses was stifled by the over-centralized administration of the university in Jamaica.

A senior professor in Trinidad spoke strongly of the need to break the "administrative chains." Professor J. S. Kenny, head of the department of biological sciences, said that money was spent on buying people to and from Jamaica that would be better spent on proper academic work.

"We spend more on travel between campuses than we spend on books. We need to make it instead a proper faculty with a university total and complete autonomy of the campuses."

Even in Jamaica there is support

Holland Umbrella for third level

from Lynn George

AMSTERDAM Dr Jos van Kemenade, Education Minister, has set up a Higher Educational Council (HBO Council) which will function as an advisory organ for the Minister and act as official mouthpiece for all the non-university sectors of higher education. The universities already have a similar body, the Academic Council.

The HBO Council represents one more step towards the Minister's objective of merging all post-secondary education into one educational and administrative structure.

HBO Council members will be divided into five categories: lecturers, students, non-academic staff, local authority and government representatives. Like the Academic Council it will consist of a general assembly which will determine policy which will later be implemented by the executive council. Committees consisting of representatives from the various types of higher education institutions will be responsible for programme planning.

Unlike the seven universities, which each send three representatives to their Academic Council, the HBO Council, representing 350 institutions, will consist of one representative from each of the recognized higher educational groupings.

Thus the extent of representation for each interested party will depend on its organizational strength. This varies considerably. For instance, training college lecturers are organized but not their students and technical colleges are more organized than art and domestic science colleges.

The structural set-up of the council has created a storm of protests from students who, although only 35 per cent organized, think they can only claim around



Examinations would change with decentralization.

at higher levels for a greater measure of devolution. Mr C. E. Jackson, the university registrar at Mona, talked of the "administrative headache" of organizing common courses and examinations.

He said: "The university wants to devolve as much as possible but the drawback has been the necessity of getting decisions on common courses and examinations. Lengthy meetings and travelling take time that could be spent by academics in teaching."

Mr Jackson added that unless changes were made he feared the UWI could go the way of the University of Guyana and become three small units offering limited courses at the mercy of the respective national governments.

New Zealand Victoria wins building fight

from Brian Priestley

CHRISTCHURCH Victoria University has won its Supreme Court battle against Wellington City Council (THES, April 18).

At issue was a university's right to disregard planning restrictions imposed by a local authority. The council had been seeking to reduce the height of the new Von Zedlitz building by 20 feet, or two storeys.

Mr J. T. Elchbaum, for the university, told the Court that the Town and Country Planning Act did not empower the council to impose conditions as to the mode of execution of public works for which the Crown had responsibility.

In his judgment, Mr Justice Cooke said the Court had no jurisdiction over the environmental issue in the relevant Acts of Parliament and a binding decision of the Courts of Appeal.

Local reaction to the decision has been strong and angry. The case could be only the thin end of the wedge, said Mr Michael Fowler, the Mayor of Wellington. The decision could place all other educational establishments—from polytechnics and teachers' colleges to play centres—beyond the local authorities' control, he said.

Australia Protests flare over PLO visit

from John Kirkaldy

One of the most violent days in the history of student demonstration in Australia took place in Melbourne on May 4. Over 100 students were involved in a pitched fight between Arab and Jewish supporters outside the offices of the Australian Union of Students (AUS).

The cause of the demonstration was the visit to Australia by two students, Eddie Zamanli, vice-president of the General Union of Palestinian Students (GUPS), and Samir Cheikh, a member of the union's administrative council. GUPS is one of the 11 organizations affiliated with the Palestinian Liberation

Canada

Ontario calls for salary boost

from Edward Sheffield

TORONTO In a discussion paper presented earlier this month by the Council of Ontario Universities to the Ontario Council on University Affairs (which is advisory to the Minister of Colleges and Universities) four goals for increased provincial operating grants in universities were proposed: to offset inflationary trends; to maintain or improve existing levels of service; to maintain equitable salary levels for university personnel; and to accommodate predicted enrolment increases.

As the paper pointed out, the first two and the last of these were the government's funding objectives listed in November by the Minister when he announced the global sum to be made available for post-secondary education in the province for 1974-75.

The universities felt that the third goal, having to do with salaries, should be added to draw specific attention to their importance. After showing that the purchasing power of the 1971-72 university dollar would have declined to an estimated 81 cents in 1975-76, it was argued that income (grants and fees) would need to be increased by 21.2 per cent from 1975-76 to 1976-77. This would yield \$787.5m.

It was assumed in this calculation that a substantial growth in the university system would be abnormally limited to 3 per cent. Although a conservative projection of demand suggested that without limitation the increase would be nearly 5 per cent.

In the course of analysis of university finances it was revealed that no approach could be saved by leaving vacant the posts of retiring university staff because so few would reach retirement age in the next decade.

Only 4 per cent would reach the age of 65 within five years, and only 5 per cent more in the following five. The rapid growth of the universities in the 60s had brought in so many young members of faculty that even now more than half of the universities' teachers were under 40 years of age.

The Council on University Affairs also received briefs from each of the universities and from the Ontario Confederation of University Teachers (OCUFA). Like the Council of Ontario Universities, OCUFA drew attention to the decline in staff salaries in relation to the cost of living and by comparison with other groups—chiefly in the public service.

Although OCUFA was not yet prepared to make a firm recommendation on the matter, the delegation reported that serious consideration was being given to substituting province-wide negotiation of faculty salaries with the government for local negotiation with the administrations of individual universities.

When asked if that would not lessen university autonomy the OCUFA representatives said they thought not. It seemed to be the only possibility of getting appropriate increases, they said, because indications were that the universities would not have enough funds to assume responsibility for equitable salary levels.

AUS, said that the violence would not stop plans for the delegation to tour all states except Tasmania. The federal government granted visas to the spokesmen on the condition that they did not speak to public meetings.

The AUS came under increasing pressure from Jewish students and others as a result of the visit, which took place at a time when there seems to be some kind of "moderate" backlash in the Australian university scene. Last week, for example, students of the University of New South Wales voted against support of the new recruits with the Palestinian Liberation

BOOKS

Perpetuating social personalities

Class, Codes and Control: Towards a theory of Educational Transmission
by Basil Bernstein
Routledge & Kegan Paul, £3.50
ISBN 0 7100 8111 1

Basil Bernstein could reasonably be claimed to be the most thoughtful and inventive social scientist to emerge from the London School of Economics since the war. LSE was still at that time a home for outsiders and Bernstein was one-born outside the metropolitan circle. If irrelevant to the Metropolitan Line in the East End of London, if he went to a grammar school the experience completely failed to pigeon-hole him either as a Hungarian scholarship boy or as the conventionally recognizable successful literate or numerate recruit to the professions. Houghton Street and sociology gave him a fresh start but his development has been essentially one of autodidacticism and that again through neither conquest of the foreign tongues nor quantitative skill but instead by a remorseless and anguished inner conversation about his own social experience.

Among the unconventional consequences of this third volume of collected essays, it is unconventional in style, in form and in content. The prose style is extremely difficult because, being an autodidact and not a traditionally learned man and being an innovator rather than one who seeks to maintain an established conversation, Bernstein has developed his own (if I may borrow one of his own inventions) "elaborated code". I should add immediately, however, that he is enough of a positivist to seek to make his theories publicly available as empirically testable and refutable propositions.

The form of publication which he adopts is no less deviant from established English academic custom, which decrees that published work should be completed and written in a language shared by readers of the TLS. These rules were part of the imprint of a public or grammar school education. Bernstein does not so much flout as ignore them. He never hesitates to write down an incomplete theoretical argument nor to publish a later version which is clearer or more developed. The underlying assumption is that the journey matters more than the destination. Bernstein's audience is neither Mr. Prentice nor the classroom teacher but himself and the other researchers. For the interested reader this means that he would do well not to start with the introduction which is likely to baffle anyone who has neither struggled to invent a theory nor acquired anthropological understanding of the relations between those who have.

He would be better to start with the last essay in which Bernstein gives a brief historical and theoretical account of the sociology of education in Britain. I would even offer the student who would like some advice and add that he would do well to read other accounts of intellectual workmanship—for example, that given by C. Wright Mills at the back of *The Sociological Imagination*, before tackling Bernstein's highly personal and idiosyncratic remarks on the formation of ideas.

The key reader may be helped by the following short glossary: Bernsteinian conceptual distinctions: First, language may appear as either an elaborate or a restricted code. The fundamental concepts of code refers to a regulated, tacitly acquired, which integrates and organizes the forms of their relations in their working contexts. An elaborated code arises out of a social relationship which enables speakers to use language which is not indexical to the context. A restricted code, which is oriented towards expressions of meaning which are embedded in a local context. Clearly, some things are taken for granted in any communication, but the social assumptions underlying the elaborated and restricted codes are different. The analysis of the social assumptions underlying the elaborated codes is a major task of the sociology of education.



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the concepts of classification and framing, referring respectively to the degree of boundary maintenance between the contents of the curriculum and to the degree of control exercised by the teachers and pupils over the selection, organization and pacing of the knowledge transmitted and received in pedagogical relationships. Third, pedagogies may be either visible or invisible. Invisible pedagogies are realized through weak classifications and weak frames. Visible pedagogies are realized through strong classifications and strong frames. The more implicit the manner of transmission and the more diffuse the criteria, the more invisible the pedagogy.

The volume is unconventional in a third way. There is a deplorable recent history of sectarianism in sociology from which the sociology of education has not been immune. Academic sectarianism consists essentially of rewriting a subject from a particular, usually politically or ideologically derived, point of view. In its traditional forms it was usually disciplined by knowledge of its predecessors and hence, despite its inherent tendency to exclusion and schism, it led to genuine debate. But the contemporary sociological forms, under extraordinary conditions of expansion, have characteristically substituted amnesia for discipline and present a truncated history of the subject resembling nothing so much as the five-year-old's division between now and the olden days. Bernstein is happily not a sectarian. This is not to say that he suffers in any way from some sort of mindless eclecticism. On the contrary, he offers firm prescriptions for theory building at many points: but his theme in the last essay that further advance in the sociology of education requires "less an allegiance to an approach, and more a dedication to the problem" summarily dismisses those fashionable sectarian "approaches" which are more conducive to moral inquisition and heresy hunting than curing our sociological ignorance.

Let me, in praise of Bernstein, elaborate this third point: the sociology of education did not exist as a recognized subject in either research or teaching at the beginning of the 1950s. A handful of people—Olivier Banks, A. H. Halsey, and Michael Young, Jean Flaud and myself—all graduates of LSE, determined to establish it and Jean Flaud and I codified it towards the end of the decade. We were all, in part, no doubt, motivated by attempts to understand our own past as outsiders. But what united the intellectual approach was the political commitment to the 1945-50 programme for democratic transition to socialism. These intellectual and political traditions

gave us a powerful theory and method with which to criticize the educational system. We analysed schooling as an apparatus for the perpetuation of class and family status. Curriculum as such did not occupy the centre of our attention though we well understood the pattern of origins and destinations to which Latin and woodwork were related in the curriculum of the grammar school.

Bernstein was also initially a pupil of the same tradition. The works now so much developed and very different but his first published essay (1958) on sociolinguistics, in which he put forward his now famous distinction between restricted and elaborated codes (the former was then called a public language) was offered explicitly as a contribution to understanding the social determinants of educationality. In other words, what was then termed a "public language" was discussed with reference to its use by the unskilled and semi-skilled strata and as a barrier to their educational attainment. Now when a new generation of sociologists of education began to enter the field towards the end of the 1960s they not only ignored the interesting and dispensed the first generation in the ways that Bernstein describes in this book but they also misrepresented him by claiming him wholly as a theoretician of the content of education.

A full analysis of these inaccuracies and failures in generosity took me deep into the politics and sociology of sociology. The point here, however, is to insist that an understanding of Bernstein's own remarkable intellectual journey can only be obscured if seen through the eyes of any of the sects, Marxist, phenomenological, symbolic interactionist or ethnomethodological. Put in its most abstract form, Bernstein's achievement has been to make the unending post-Hegelian debate on the relation between man's social consciousness and his material existence. It is true and important that, because of his work, the definition of the sociology of education is now firmly centred on the analysis of pedagogical processes. He seeks to understand how ideas are structured and distributed, how knowledge is continually in the reproduction of social personalities in successive generations and how these are shaped by the dilemmas and contradictions they permit. The possibility of change, but it is also no less part of his achievement that the understanding of these complex processes is rooted in theories about the general structure of society and particularly its apparatus of power and control.

Thus, as Bernstein puts it in his introduction, there is a central, related strands, the first set out in the essays in volume one and the

first volume he pursued the theme of how class "regulates the structure of communication within the family and so the initial sociological coding orientation of children" and in the third he has put together a parallel set of essays to show how "class regulates the institutionalizing of elaborated codes in education, the forms of their transmission and therefore the forms of their realization". In consequence, the sociology of education which he offers incorporates a description of cultural reproduction, the explanation of which is to be found in the structure of society itself.

Bernstein's work is a shifting balance of tradition and innovation. In the most thoroughly worked out essay in the book (on the classification and framing of educational knowledge) he shows how the progress of an education to the frontiers of knowledge through a specialized collection code (eg, the typical English university single subject honours degree) involves equidistance of a balanced identity which is conservative in its subject loyalty and yet at the same time rebellious in its awareness of the openness and permeability of knowledge. To appreciate this phenomenon is also to understand Bernstein himself. The style of presentation of an intellectual innovator tends to exaggerate the difference between his own and the received definitions of knowledge.

It may, in any case, be necessary to re-discover what we now know in order to re-invent it. This Bernstein has certainly done. Thus, while it is true that the functions of education for economy and stratification through the selection process constitute a set of important problems for societies with a complex division of labour, it is also true that much of the literature before Bernstein had little or no concern with either the content of curricula or with the pedagogical process as such.

What is also clear to me is that Bernstein's journey is still unfinished. I believe that his inventive talent can carry him still further. He has in the past used only one great author to supplement his own originality—Durkheim. Thus, Durkheimian distinction between mechanical and organic solidarity in his paper on class and pedagogy, clearly not yet fully worked out, but the reading him on classification and framing I was struck that he was in fact continuing Max Weber's discussion of the typology of educational systems. Weber's attention was largely confined to those forms of education aimed at producing members of elite strata and he had therefore little or nothing to say about modern mass education.

Bernstein's discussion of education and integrated codes escapes this limitation but what is common to the two writers is a concern to relate the content of education to the power structure of society. Weber ended with identifying the type of "man" against the older type of "the cultivated man". The question raised by Bernstein's approach is whether this struggle is systematically related to classification and framing and particularly whether certain kinds of modern expertise require integrated rather than collection codes.

More generally, it would be illuminating to have an integration between Bernstein's discussion of classification of frames and the process of formation of social personalities as discussed by Weber. It may be, for example, that collection codes contribute to the maintenance of education systems which aim at producing the "cultivated man" while integrated codes are increasingly called for in those societies where education is aimed, on the one hand at non-vocational training for the masses, and on the other at recruitment to professional functions or to "managerial" jobs or to the application of research. Bernstein gives us the theoretical means to understand both how society forms people, and what alternatives are possible.

Traditional education

A History of Western Education: Volume II Civilization of Europe Sixth to Sixteenth Century
by James Hewitt
Methuen, £9.50 and £4.25
ISBN 0 416 16120 0 and 82650 4

It is surprising that so traditional a "history of education"—or of educational institutions and ideas—should come out in this day and age. This second volume, of three, covers familiar ground: from Carolingian "foundations", via cathedral schools, "the twelfth century", via universities, scholasticism, stages of the Renaissance in Italy, parallel stages in France and Germany, and England, to sixteenth century theory and practice rounding off with the Jesuit Ratio Studiorum.

Modern educational concerns provide a key to selection under the main headings: the search for philosophy, nowadays usually called "rationale", for the relevant "import system of institutions and processes" for workable methods of teaching. The target seems to be as much of education who cannot do without historical understanding since a chief characteristic of education is the persistence of "comp assumptions, practices, attitudes and beliefs". After all, even in the 1970s, most members of universities are unequipped as educators and merely grasp that medieval teacher training certificate, a degree.

More generally Professor Bowen wanted to bear witness that education—which used to attract "the interest of the greatest intellects"—cannot be understood merely in terms of the disciplines now held to inform it. In other words it is covered by behaviourist "learning theory"; nor, for that matter, by an ahistorical sociology endeavouring to give body to the concept of socialization, still less by the definitions of a linguistic "philosophy of education". This has been the philistine's approach of late, to carve out specialist fiefs in the educational field. Look closely at such "educationalists" and the sociologist or philosopher may well stand revealed, doing his own thing with educational materials.

Professor Bowen lectures in Australia, rumour has it to many students seeking something other than the offerings of a computerized culture. There it seems, as here, the education of intending teachers has been disrupted and the barbarians are now moving in.

Bureaucrats break up the college and plant remnants of the neutral polytechnic. Courses are shaped by concepts deriving from a technologically based industry or from militarism; the idea of training, in the light of "job analysis", for efficient classroom operation and evaluation—no matter of what kind, seems, if it is economical and "works"—or of deploying "strategies" to attain "objectives". Modules are composed to be made available on a cafeteria system, as the way to true student choice in an age of mobility, so obligating choice of a systematic study of any aspect.

Against this background Professor Bowen's endeavour, intended to throw light on education as both a conservative and creative activity, falls into place. If historical understanding is important at least something is achieved by recounting in readable enough form from a single synoptic viewpoint the story of education down the centuries. Certainly there is nowhere to turn for a general understanding of education in history, necessary though this is to a humane understanding of the role of education today.

The publishers have played their part; the book is well-produced and illustrated. A paperback of the first volume, on the ancient world, is now available at £3.

Into the dark ages

The Learned and the Lewed
edited by Larry D. Benson
Harvard University Press, £9.00 and £2.50
ISBN 0 674 51885 3 and 51888 8

Professor B. J. Whiting is a distinguished Harvard medievalist who has done particularly important work in collecting and studying proverbs; he is also, to judge from the graceful account of his career which this volume begins, a dedicated teacher and a man of dry wit and impressive presence. Doubtless he would be too much of a gentleman to say what he really thinks of this collection of 25 articles and a poem, brought to the press in honour of his seventieth birthday. The poem, a delightful rehashing by William Alfred of Pitt I of Thomas of Erasmund, is ingenious and touching; but few, alas, of the articles can compare with it in interest. They represent the work of former students of Whiting, now nearly all teachers of English in American universities, who took their PhDs between 1951 and 1974—a quarter-century of advanced work in medieval studies. The articles are profoundly depressing. Everyone knows that a high proportion of the work appearing in scholarly periodicals in this and other fields is of little value or interest in itself, and has been published only in order to advance the academic careers of its authors. It might be supposed that contributions to a *Festschrift* would reach a higher standard; but then it must be considered that a person invited to make such a contribution might be even less likely to ask himself, "Is this worth publishing than if it were submitted to my work to a learned journal; for the question would seem to have been answered in advance.

It is impossible here to consider each contribution separately; they range from notes on single lines of poetry to large generalizations about Chaucer's treatment of love or the supposedly comic aspect of Gower's moralizing; from interpretations of medieval literature to studies of the medieval view for Torrance or Lydgate's tiger-motifs. A third of the articles concern Chaucer; several appropriately relate to Whiting's interest in proverbs. One thing they nearly all have in common is a painful clumsiness of style, which cannot be dissociated from an insensitivity of response to literature or from a cultivated indifference about the public being addressed. A pleasing exception is J. B. Bessinger's elegant essay on *The Gest of Robin Hood*, which is deftly placed in the context of recent studies of myth, oral-formulaic composition, heroic poetry, and popular romance, and is shown, paradoxically, for so English a work, to be "structurally conservative and francophile in orientation". Bessinger's learning is lightly carried, and his admirable poise perhaps derives from his willingness to admit that what he is engaged in is play—"good short", as he calls it, in which he gives us an explanation of four lines in *The House of Fame* to a more convincing generalization about the nature of Chaucer's interest in classical mythology. A. K. Friedman's learned survey of the many versions and analogues of John Galsworthy's *Adam Bede* leads to some helpful discussion of medieval attitudes towards class-distinctions. Stanley Kahn offers an attractive reconstruction of a possible performance of the *Indus Conventine* "Assumption of the Virgin" before the choir screen of Lincoln Cathedral. There is hope: there are some scholars who have learned how to read literature, and a few who can write it. But the message conveyed by this book as a whole is that we live in a dark age of the human mind, and that the "dark ages" of the past were not so dark as we have led to an exaggerated view of human perfection, because it involves suffering, and because "the end of it all is death". The last

argument should surely lead to "ironic scorn" for human life as a whole, including the writing of scholarly articles; but I find it almost incredible that a grown man, with all the benefits of advanced education and scholarly method and learning, could so far lose contact with great literature and with the experience of life from which great literature arises as to suppose that for Chaucer, that great secular poet, the imperfection of human love and the suffering involved in loving another person meant that it was worth no more than "ironic scorn". Chaucer's attitude towards love is varying and complex; it contains tensions and strains, and the work in which it is embodied is resistant to, and will fortunately survive, such facile generalization. It would be better to be loved than to love, as the fashion of Reiss and many of his fellow-contributors.

To end on this note of outrage would be inappropriate. *The Learned and the Lewed*, among its less ambitious contributions, contains some of genuine value. Alfred David gives us an explanation of four lines in *The House of Fame* to a more convincing generalization about the nature of Chaucer's interest in classical mythology. A. K. Friedman's learned survey of the many versions and analogues of John Galsworthy's *Adam Bede* leads to some helpful discussion of medieval attitudes towards class-distinctions. Stanley Kahn offers an attractive reconstruction of a possible performance of the *Indus Conventine* "Assumption of the Virgin" before the choir screen of Lincoln Cathedral. There is hope: there are some scholars who have learned how to read literature, and a few who can write it. But the message conveyed by this book as a whole is that we live in a dark age of the human mind, and that the "dark ages" of the past were not so dark as we have led to an exaggerated view of human perfection, because it involves suffering, and because "the end of it all is death". The last

A. C. Searling

Praise the Georgic, lament the Pastoral

The Rural Tradition
by W. J. Keith
Harvester Press, £3.45
ISBN 0 85527 038 7

The rural tradition that Professor Keith sets out to define and chronicle includes Isaac Walton, Gilbert White, Cobbett, Mary Mitford, Borrow, and Richard Jefferies, and his followers through to H. J. Massingham. Our common sense may tell us, as we scan the table of contents, that the tradition will have to be most capacious and welcoming to include those first four writers, and then to relate them to the more obviously homogeneous group of Jefferies, Sturt, Hudson and Edward Thomas—a regular column in *The Field* hardly comparable to the proprietorship of the *Pastoral Register*—as Keith himself notes, though without allowing himself to be much discouraged by the implications of his own insight. The tradition is of non-fiction prose about rural life, and that it is non-fiction is much to the point: the tradition is characterised in idea, so to speak, by its concern with the truth and practicality of rural life, the Georgic and not the Pastoral; a certain anonymous stylelessness should ensure that we look at the object harder than at the subject.

In practice, as Keith points out, we are often at a loss to know whether the prose is fictional or not—in the case of Mitford, Borrow, Henry Williamson, for example, and Edward Thomas, whose rural journalism gets him into the book, is presented, reasonably enough, as making his real contribution in verse).

For the tradition is a literary tradition, and becomes that in Keith's view precisely as we become aware of the writer himself, as the mediator of Georgic truth. In practice, then, the tradition is characterised more by a sense of balance between the objective record and the subjective response, which usually seems to involve a balance between a sort of realism about the conditions of rural life, and a sentimental anxiety to hang on to the old ways. In this way

the higher artistic truth of the tradition emerges: it must "avoid the idyllic and sentimental, but in acknowledging the harsh and ugly it should not present these as norms. Inaccuracy, therefore, would result from a bias towards either extreme."

"The wheat is beautiful, but human life is labour"—that sentence from Jefferies's *Open Air* is offered by Professor Keith as a succinct but perfect summation of this notion of balance. In fact, such a remark may well seem to depend, for its claim to accuracy and balance, on who makes it; and in the mouth of Jefferies we may find it too much like the old eighteenth-century Georgic balance of Thomson or Burke, with the assurance that if this is not a perfect, it is still the best possible world. Thomson's large-minded avowal of the fact of labour comes not so much to challenge the idyllic vision, as to vaccinate it against our knowledge of what can no longer be ignored about the true conditions of rural life; and in Jefferies too less than in Thomson, the Georgic comes to reinforce the Pastoral, not to bury it. The balance of light and shade that the Georgic offers is always preferable, to those on a sufficiently elevated and sunny plain, to the urban systems of the city, to the barrenness of the moor.

But Professor Keith nowhere examines the notion of balance in any depth, out of an unwillingness, one suspects, to acknowledge the "reductionist" element in the writings he discusses; and this means that he argues for the tradition, not really as a self-sufficient, farmed organic life, but as a means to a more vigorous life here—no doubt, because of our reverence to the balance of light and shade.

It may be that self-sufficiency will come without technology—on balance, it seems unlikely. My own trust is in the older, more hard-wearing tradition of rural literature, from Hesiod and Theocritus to the jungle about Avelard, which effectively stops wild oats from starving your crops.

John Barrell

BOOKS

People's democracy?

A History of Hungary
edited by Ervin Pálmányi
Cullis, £4.95
ISBN 569 07700 1

In recent years Hungarian historiography has advanced considerably beyond the crude oversimplifications of the Stalinist period. A fair idea both of how far this process has advanced and the limitations under which it still labours can be obtained from this history of Hungary published under the auspices of the History Institute of the Hungarian Academy of Sciences.

For a western reader perhaps the most interesting section is that by László Makkai on the period from the origins of the Hungarian state to 1790. This incorporates a good deal of recent archaeological research on the early history of the Hungarians and is very revealing on the intensification of serfdom in Hungary in the sixteenth and seventeenth centuries.

The late István Bartó's section on the period 1790 to 1849 is more disappointing and is marked by the excessive use of clichés such as "progressive forces" and "ruling class". Napoleon, for instance, is belatedly described as "the representative of the *haute bourgeoisie*". Bartó does make a valiant if not wholly effective effort to defend the activities of Kossuth in 1848-49.

The period from 1849 to 1918 is sensitively handled by Péter Hanák. He makes a convincing defence of the compromise of 1867 and in general displays considerable sympathy for the Habsburg empire, which "did provide for each of its peoples possibilities for development and a legal order relatively advanced for the East Central Europe of that time".

Zsuzsa Nagy's account of the Hungarian Soviet Republic of 1919 is inevitably somewhat tendentious. The collapse of the republic is attributed almost entirely to foreign intervention. The problem of the "red terror" of Tibor Szamuely is ignored, while the effect of the decision not to redistribute land but to retain large estates in state hands is alluded to in two sentences.

The section on the years from 1919 to 1944 by Iván Berend and György Ránki describes well the dual character of the Hungarian regime of those years, composed as it was both of old-fashioned conservatives wishing to return to the pre-1914 political situation and right-radicals calling for a national revolution. The strength of revisionist sentiments even among the working class is admitted though there is a tendency to see the Communist party as the only principled and consistent opposition to the Horthy regime.

The weakest chapter is that by Miklós Lackó on people's democracy in Hungary. This skates over the less savoury features of the communist takeover in Hungary which it sees as a justifiable response to right-wing plotting and the "polarizing effect" of the international situation. It is admitted that in the period 1948 to 1956 "enormous political and economic errors made their appearance". The lead to the "armed uprising" of October 1956 which established a government which "allowed ever greater play to the right-wing forces". Since the crushing of this regime, however, the party has learnt its lesson and the "Patriotic People's Front" is "no longer an empty framework".

The translation reads well and is easily and is free of confusions of nomenclature apart from a tendency in the early chapters to refer to the great aristocrats as "barons".

Antony Polonsky

FROM METHUEN

The New Arden Shakespeare
General Editors: H F Brooks, Harold Jenkins & B. Morris
As You Like It

Edited by Angus Latham

As You Like It represents the peak of Shakespeare's achievement in pure comedy. The introduction to this new edition Agnes Latham discusses the textual problems of the play, its date and stage history, sources—particularly Lodge's *Tosaphyne*—and there is also full discussion of all emendations. The masque scene and the importance of the Elizabethan idea of melancholy are examined, and detailed analysis of the characters and themes of the play, especially time, love and the pastoral is provided. £4.00 University Paperback 88p

Laurence Sterne:
The Early and Middle Years

ARTHUR H CASH

Arthur Cash analyses the influences—social, political, religious and personal—which shaped Sterne's consciousness, and examines the crucial events in Sterne's life—his unsettled childhood and unhappy marriage, his ambitions for preferment, quarrels with his mother and animosity with his uncle, and his conscientiousness as a parish priest. The story begins—like *Tristram Shandy*—with the subject's conception, and ends with the publication and success of the first two books of *Tristram Shandy*. £15.00 (£51.00)

FROM TAVISTOCK

The Professional Fence

CARL B KLOCKARS

This book is the remarkable study of a professional criminal fence in contemporary urban society. It is a book of many levels: it can be taken as an intensely readable exploration of the criminal underworld; as a sociological slice of life in the style of Oscar Lewis; and as an important contribution to the study of social deviance. Carl Klockars tells the story of one particular fence, using as often as possible his subject's wonderfully vivid descriptions of his way of life. What emerges is a detailed portrait of a particular individual, of his fencing techniques and of his own view of the role he occupies in society.

This is a book of central relevance to sociologists and criminologists but also, for the common reader, it makes enthralling reading. £5.00 Social Science Paperback £2.80

BOOKS

Cognitive sheep and goats

Ancient thought, not modern

Empiricist's nightmare

A transcendent reality?

other ones. With so much of traditional creed of Christianity through the window, why not the "unique" and "final" after leaving Christians, at least, free to confront every challenge they may in every way that claims disclaim from among their fellow-men.

—Humayun Durrani

NEW BOOKS FROM
NORTH-HOLLAND

THE CHIEF ABSTRACTIONS OF BIOLOGY

THE ROLE OF ANALOGY, MODEL AND METAPHOR IN SCIENCE

By W. H. LEATHERDALE, School of History and Philosophy of
Science, University of New South Wales, Australia

1974. viii + 276 pages. Paperback. US\$ 19.25/Dfl. 45.00
This is the first comprehensive and fully critical discussion of a new
operation. It provides an alternative to existing philosophies of
science.

The relation of theoretical to observational language, the nature of

scientific discovery and progress, the role of intuition in science, the logical structure of science, the truth of certainty states of scientific proposition and the nature of explanation are all brought into focus. A critique of empiricism, positivism and other philosophies of science is also offered.

FORMS OF REPRESENTATION

Proceedings of the 1972 Philosophy Colloquium of the University of Western Ontario.
 Edited by B. FREED, Department of Philosophy, The University of Western Ontario, London, Canada.

1975. xvi + 264 pages. Paperback. US\$ 19,25/Dfl. 43.80

Contents: I. Representation in the Philosophy of Language. (Contributors: J. W. Cornman, P. F. Strawson, G. Harman, W. Schur). II. Representation in Epistemology. (Contributors: F. I. Dretske, J. Beckett, W. W. Rozeboom, F. Unger). III. Representation in Metaphysics. (Contributors: D. Shwayder, H. Ishiguro, D. Feys, D. Stampe).

THE STRATEGY OF CULTURE

A View of the Changes Taking Place in Our Ways of Thinking and Living Today.
By C. A. VAN PEURSEN, Professor of Philosophy at the University of Leyden, The Netherlands.

1974. 260 pages. USSR 19.25/DEJ. 45.00

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BOOKS

Pathos

Aristotle on Emotion
by W. W. Fortenbaugh
Duckworth, £3.95
ISBN 0 7156 0825 8

Dr Fortenbaugh's aim is to elucidate Aristotle's views on emotion and to make "a contribution to philosophical psychology, rhetoric, poetics, politics and ethics", showing how new ideas in one field lead to advances in many others. He is successful in making one read Aristotle and Plato, with care, and think harder about the philosophical issues; this in turn leads to doubts about his central thesis. He believes that after Plato had written the *Republic*, with its tripartite division of the soul, difficulties about the place of emotion in his scheme led him and his colleagues in the academy, including the young Aristotle, to concentrate on this problem, and, using their new analytical techniques, to divide the specifically human soul into two parts, called by Dr Fortenbaugh "logical" and "non-logical". Emotions were assigned to the logical part, but it was recognized that they had a cognitive aspect because they involved beliefs—anger, for example, involved the thought of personal insult—and that they could therefore be influenced by the reasoning of the logical part.

This led to new insights in other fields: the existing status of women and of (natural) slaves, for example, were justified because their logical powers were, respectively, subservient to emotion or non-existent. This is given as "a sobering example of how a commendable advance in one area can find unfortunate application in another—rhetoric, which had been viewed with suspicion as mere spell-binding, was now acceptable provided it used rational appeals to alter beliefs, and thus the ancient reliance on those beliefs to moral education, too, could now be given a rational basis, for the logical part of the soul developed later than the emotional, and it was this that had to be trained in childhood.

A central difficulty with this is that even now the set of concepts clustering around emotion are extraordinarily difficult to handle, and there is very little evidence that Aristotle had worked out a general theory of emotion. The Greek word *pathos*, and Aristotle, at least in his surviving works, pays remarkably little attention to it when writing in this genre. He prefers to discuss particular emotions like pity and fear. We may accept that he made considerable advances in the understanding of these without being as clear on all points as Fortenbaugh suggests. This would explain why, in so many places, he displays uncertainty and why scholars have until now failed to discover this underlying theory and on many points hold views in opposition to it.

Pamela M. Huby

This week's reviewers

John Barrell is university lecturer in English at Cambridge University and fellow of King's College; he has written "The Idea of Landscape and the Sense of Place".

Maureen Cranston is professor in School of Economics and his latest book is "The Theory of Politics". A. J. Halsey is director of the department of social and administrative studies at Oxford.

Pamela Huby is senior lecturer in philosophy at the University of Liverpool and has written "Greek Ethics" and "Plato and Modern Moralists".

A. A. Long is Glendon professor of Greek at the University of Liverpool and has published "Problems in Stoicism" and "Hellenistic Philosophy".

Steven Marks, fellow and tutor in politics at Balliol College, Oxford, has written "Individualism" and "Power: a Radical View".

Zbigniew Pelczynski is fellow of Pembroke College, Oxford, and has written "The Idea of Europe".

For people

Democracy
by Jack Lively
Blackwell, £3.00
ISBN 0 631 15460 4

Aristotle and Xenophon on Democracy and Oligarchy
edited and translated by J. M. Moore
Chatto & Windus, £4.25
ISBN 0 7011 2060 6

Twentieth-century literature in English on the subject of democracy is surprisingly exiguous, considering that two world wars have been fought in its name. Since Sir Henry Maine's *Popular Government*, published in 1885, no single work of equal intellectual distinction has appeared. Maine, of course, was no democrat, and it is easier to attack democracy than defend it. The significant thing is that most modern books on democracy do neither. They claim to be empirical; they are content to scrutinize the political systems that call themselves democratic, without raising any questions so embarrassingly "normative" as whether those systems are entitled to call themselves democratic.

Democracy meets a long-felt need for a book that would analyse the concept of democracy from a philosophical perspective, and so provide some criteria by which the claims of systems in the real world to be democratic might be judged. The adjective "democratic" emerges from his analysis as a more useful term than the substantive "democracy", for while rigorous tests may prompt the conclusion that no state in the modern world has all the qualities that are necessary in a democracy some systems are more democratic than others.

"Although democratic norms cannot be wholly fulfilled, or could be wholly fulfilled only at the cost of sacrifices few would care to make," writes Lively, "this does not mean that they are useless in politics. In normative political systems are better or worse to the degree that these ends are satisfied. In definitional terms, systems are more or less democratic to the degree that these norms are realized."

Among the criteria Lively invokes to appraise the extent to which a system is democratic are (a) universality of citizenship within that system, (b) equality between citizens in their political rights, (c) the extent to which governmental decisions are subject to popular control, (d) the degree to which ordinary citizens are involved in public administration.

These tests might be fairly well satisfied by a political society which falls far short of the classic conception of "democracy", as "government by the people" in its literal sense, or what Lively calls its "strongest" sense, this formula for democracy is impracticable in anything but the very smallest societies. And yet if the perfection of democracy is thus to be denied us, it still makes sense, according to Lively's formulation of the problem, to speak in favour (and equally to speak against) the increase of the democratic element in societies which necessarily fall short of full democracy.

Lively's book may be praised as an invaluable guide to the state of the situation of democracy in the modern world. To those whose curiosity extends to the ancient world, Moore's edition of the writings of Aristotle and Xenophon on democracy and oligarchy may also be recommended.

Professor A. J. M. Jones brought out a pioneering work on *Attic Democracy* in which he attempted to discount the prejudices of anti-democratic historians in an attempt to unravel the facts about Greek democracy. Moore has tried in a somewhat similar way "to cut through the distortions" of the fashionable textbook translations of Aristotle and Xenophon to set out what those authors really had to say on the emotive subjects of democracy and oligarchy. His translation is clear and his commentary are robust and readable.

Zbigniew Pelczynski is fellow of Pembroke College, Oxford, and has written "The Idea of Europe".

Steven Marks, fellow and tutor in politics at Balliol College, Oxford, has written "Individualism" and "Power: a Radical View".

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Progressive beliefs

Utopias of the Classical World
by John Ferguson
Thames & Hudson, £4.50
ISBN 0 500 40027 X

This interesting topic has had to wait a long time for systematic treatment, and Ferguson's study is very welcome. The evolutionary teaching of the last century gave rise to a belief in general progress, and this belief is something which utilitarian moralists, humanitarians, nationalists and others have shared, but with notable differences in form and emphasis. The title and tendency of the late Jacob Bronowski's highly successful TV programme and book, *The Ascent of Man*, underlines this modern attitude.

Classical thought, however, was not similarly optimistic, or at least not uniformly so; interpretative debate on the issue, to which, for example, Lovejoy and Boas, W. K. C. Guthrie, Eric Havelock and more recently, E. R. Dodds, have significantly contributed, continues. To the extent of this debate which is not remote from the main theme of the book (there is only brief mention of the anti-criticism of some ancient thinkers), would I think, have helped to give the discussion sharper definition. Ancient utopianism (a better term than utopias for use in the title as more truly representing the case?) is a sprawling subject, and to disengage it from the modernising ideological is not always easy or possible. The author's command of the factual material is wide and erudite, and his presentation of it lively. He leads us from Homer's Phoenician

("the first surviving utopia in European literature") in whose depiction, it is boldly suggested, accordance with a hint from Theophrastus, "there is an attempt to back society at the monarchic stage and to suppress the power of the tyrants and oligarchs", to St Augustine, Plato, and showing how Greek influence the Romans. On the Roman themselves Ferguson shrewdly comments that "their contribution to utopian thinking is Rome".

The chapter on Hellenistic romances offers some good reading in its account of Dionysius of Syracuse (or Leontotermes) and Tantalus, described by Ptolemy as "the Jules Verne of Macedonia". That on the Jewish messianic kingdom shows economic clarity of position, but a brief nod in the direction of modern *Forgeschichte* acknowledging its existence would have been in order.

Augustine's discussion of peace is rightly commended as one of the profoundest parts of *The City of God*. But we ought also to read I think, that for this same vision there was such a thing as "the war in fact, it was he who laid the foundation of the moral theory of war, insisting that it must be a just cause and a right intention, and that the restoration of peace was its objective: otherwise, it asked, what is it but mass brigandage?"

The tone throughout is polite and uncontentious, a gratifying thing, for humanists are not always human. A useful addition to a useful series, it deserves to be successful.

H. Mac L. Currie

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Oxford University Press

BOOKS

The civil condition

On Human Conduct
by Michael Oakeshott
Clarendon Press, £5.75
ISBN 0 19 827195 6

A collection of new essays by Michael Oakeshott makes one's mouth water in anticipation. There has been nothing of this magnitude since his *Rationalism in Politics*, published in 1962. An original and profound thinker, Oakeshott is clearly a reluctant writer; his offerings are short and infrequent, invariably essays on specific topics, not realizations of a systematic kind. In the preface to the new collection, he extols the virtue of a philosophical "lecture", a lecture which is "in tranquillity", cautious, personal and confined in scope.

On Human Conduct consists of three essays, which form an interconnected whole. The central (and in my view the most satisfying) essay, "On the Civil Condition", is the middle one of the three. There is much to be said for reading it first even if Oakeshott's terminology and his framework of inquiry are explained fully only in the first essay. "The civil condition" is the main form of association of men in the state, based on reciprocal and intermittent transactions of citizens aiming at individual satisfactions. It is a form of association which is not ruled by civil laws, formulated, adjudicated and administered through "an apparatus of ruling" (parliaments, courts and offices); the whole system of conditions of "civil discourse" is the public concern of *res publica*. What relates civil association to the acknowledged element of the authority of *res publica* and the subscription to its conditions as an obligation. This acknowledgement is conceptually different from the recognition of the utility of the approval of the terms of the association; utilitarian and contractual theories of political obligation are equally mistaken.

A major concern of Oakeshott in the essay is to distinguish "the civil discourse" from two very different modes of activity within a state, with which it tends to be confused. The first is the joint pursuit of interests, which he calls "enterprise association". Although it tasks of the way it is written, here is an example: "Intelligible emerges out of misty intimations of the world, and in the process becomes thought and when, in virtue of distinguishing and remembering like-nesses and unlikeliness in what is going on, we come to inhabit a world of recognizable things." The tendency to express himself in private language, which critics

a situation. Oakeshott omits to point out, perhaps because of his distaste for enterprise association, how much of the work of the modern welfare state, with its munificent economy comes under this concept. The vast and still growing realm of public enterprise, economic regulation, social security, state education, etc., falls outside "the civil condition", for better or for worse.

The second mode of activity distinct from the "civil" is the "political". Politics occurs when citizens deliberate about the desirability of the conditions of *res publica* (not about its authority) and when they negotiate with their rulers changes in those conditions. "In all this politics is categorically distinguished from the 'civil' condition, and the latter is a necessary, not a subordinate activity, not the all-pervading activity political science and the mass media would have us believe. This brief summary of the essay cannot do full justice to the fineness of Oakeshott's argument.

The third essay, "On the Character of a Modern European State", is more historical in character. It traces the emergence of this unique form of association from the confused and complex circumstances of the Middle Ages, and the theoretical striving to understand the nature of its authority, constitution and government, and its peculiar mode of association. Oakeshott suggests how this dual, practical and intellectual effort may be viewed in terms of two concepts which the Middle Ages bequeathed to the modern statesman and political thinker: society, corresponding to the "civil society" of the eighteenth and nineteenth centuries (and Oakeshott's own "civil condition"); and *universitas* as an association for a common purpose. Oakeshott's interpretation of these terms may not convince a medieval scholar, just as his interpretation of Bodin, Montesquieu and Hegel may not convince a specialist in political theory.

I have left to the end the first essay, "On the Theoretical Understanding of Human Conduct", and suggested that the reader might well do the same when reading Oakeshott's book. This is not because the chapter is the most abstract and philosophical, in part because it attempts three different tasks at once, but mainly because of the way it is written. Here is an example: "Intelligible emerges out of misty intimations of the world, and in the process becomes thought and when, in virtue of distinguishing and remembering like-nesses and unlikeliness in what is going on, we come to inhabit a world of recognizable things." The tendency to express himself in private language, which critics

often pointed out in his earlier essays, seems carried here to extreme lengths. Yet, however off-putting, Oakeshott's idiosyncratic style and terminology are means of saying things which are true and valuable. To see them at work in the essay "On the Civil Condition" makes us more enlightened about their import and hence more forgiving: *comprendre c'est pardonner*.

The first essay has three purposes: to define "human conduct", and to show how one particular form of the former, theorizing, applies to the latter. Recognizing, identifying and theorizing are three ascending levels of human understanding, and theorizing is the most important. To theorize is to understand a thing in terms of the fundamental "postulates" (categories) of thought appropriate to it, which means first placing the "thing" in an "order of inquiry".

The "processes" of natural objects belong to different "orders of inquiry", within which further "orders of inquiry" or particular sciences are distinguishable. Oakeshott is suspicious of psychology and sociology because they purport to straddle both orders and are prone to categorical ambiguity.

Thus to theorize human conduct one must recognize first of all that it falls within the "order of procedures". "Conduct" is a general term for the actions of intelligent agents, engaged either in transactions to satisfy wants or in practices of non-instrumental, moral kind. (Civil association is clearly a form of moral conduct. Oakeshott's exploration of morality is long and tedious, which we learn by practice and which furnishes us with criteria for choosing between satisfactions and between sentiments appropriate to different actions, is in my view masterly. It is luckily more lucid than the epistemological sections of the essay, but it still must be savoured slowly.

Underlying all three essays is Oakeshott's well-known scepticism about the power of the mind to reach more than a limited knowledge of the human condition and to make it more than limited improvements. We need not accept that scepticism in order to appreciate *On Human Conduct*. He mapped out for us, in highly illuminating and in highly illuminating way, the world we inhabit, as seen from the standpoint of a self-conscious and self-directed agent.

Zbigniew Pelczynski

On perspicuous grammars

Subject and Predicate in Logic and Grammar
by P. F. Strawson
Methuen, £3.50 and £1.50
ISBN 0 416 82190 1 and 82200 2

The main features of Professor Strawson's position are well-known to every student of philosophy. This short, luminously clear book consolidates and extends the account of subject and predicate offered in part two of *Individuals*.

Strawson's chief target remains Quine's "canonical notation" and the metaphysics, or rather the anti-metaphysics, which goes with it. A enormous amount of metaphysical discussion has centred upon the question, "What sorts of particular ultimately exist?" Sample answers might be, minds, physical objects, sense-data, monads; and there are others. Quine offers a simple but splendidly ingenious proof that the whole discussion is purely factual in showing that the world can be expressed in a formal logical notation in which variables perform all the functions performed in ordinary English by names and other expressions apparently denoting particulars. On this view the distinction between subject and predicate is a mere "surface" feature of some natural languages, of no particular logical or philosophical interest or importance.

Strawson has argued against this that a distinction between the two functions of identifying and of accounting for the required notion of

characterizing particulars is essential to language; that so far as the subject-predicate distinction expresses this underlying distinction it too is an essential feature of language, and not just a surface peculiarity of our language; and that the possibility of making identifying reference to any particular logically presupposes the possibility of making identifying reference to certain specific sorts of particular, namely, physical objects (spatiotemporal particulars) and persons.

Strawson's argument is thus the logical grammar of concepts, the Kantian sense, except that while Kant's philosophy is, or can be regarded as, a transcendental psychology, Strawson's is a kind of linguistic transcendentalism. Even so, it has its overtly Kantian side. Strawson's claim is that if material objects and persons are the fundamental particulars, this is ultimately because of the nature of human experience.

It is not enough to say, as Kant did, that concepts of the real are nothing at all to a potential user of them, except insofar as they relate to a possible experience of the real. More especially, as he also realized, those concepts which enter into our fundamental judgments, are just those concepts which enter most intimately and immediately into our common experience of the world.

Much in Strawson's position is clearly going to depend on his account of the required notion of

prosoposition: on the detailed explication of the relationships between the requirements of language, considered as a system of communication, and the nature of experience; and on the closely connected question of the relationship between "grammar", in a broad sense which includes conceptual relationships and logic.

What is both new and interesting in the present book is Strawson's attempt to resolve both these questions by appeal to what he calls "perspicuous grammars", which are in essence a priori models of the logical grammar of concepts, the Kantian sense, except that while Kant's philosophy is, or can be regarded as, a transcendental psychology, Strawson's is a kind of linguistic transcendentalism. Even so, it has its overtly Kantian side. Strawson's claim is that if material objects and persons are the fundamental particulars, this is ultimately because of the nature of human experience.

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A sinful Judas

Leibniz's Moral Philosophy
by John Hostler
Duckworth, £3.95
ISBN 0 7156 0868 1

Critics of Leibniz's philosophy tend to pay little attention to his moral theories, and indeed, he could not be described as a man of great moral or religious insight. He has suffered by comparison with the moral and religious genius of his great contemporaries, Spinoza. Dr Hostler does much to redress the balance; in this scholarly and well-documented account, he shows Leibniz as vitally interested in moral and religious problems throughout the whole of his thinking life, and his theories as basic to his general philosophy. I shall concentrate on chapter four, "Freedom and Contingency", as this displays the close reasoning and critical acumen which marks the whole work.

According to Dr Hostler Leibniz proposes three criteria of freedom: spontaneity, intelligence and logical contingency. He elaborates the last criterion beyond its importance to his account of freedom, because it aroused so much critical hostility, notably in Arnauld, who thought that Leibniz's correspondence kept his opinion that Leibniz's account of the individual made contingency and therefore freedom of action impossible. Monadic individuality is the logical counterpart of Leibniz's assertion that every event in the history of the world must follow from itself, so that, to use Leibniz's favourite example, "sinning" could be seen within the concept "Judas". This, according to Arnauld, makes Judas sin "with a more than fatal necessity", more-over, God could not create a "non-sinning Judas" any more than a "non-triangular triangle". Here, however, an important distinction must be

made, between the logical requirements of a concept, making it a fit object of God's understanding, independent of his will, and of it as higher or lower in the scale of excellence, making it a fit object for his choice. A choice of the best set of compossible and possible objects for creation is for a reason which "inclines without necessitating". The distinction applies also to the choices of finite monads. God surveys individuals as containing choices made for inclining reasons. The one essential for free choice is the presence of alternatives.

This distinction is made by Leibniz himself, but when the problem of contingency arises in the context of theories of truth, he has not been so clear sighted. Here the threat to freedom is held to arise because Leibniz asserts that every true proposition has its predicate contained in its subject. This is interpreted by many as tantamount to the assertion that every proposition is analytic and so, necessary. Dr Hostler submits that though it is true to say of the actual Judas that "non-sinning" is incompatible with some of his other predicates, this is not to admit that "Judas sinned" is necessarily true. Leibniz should have seen the blatant *petitio principii* involved here. We are assuming the truth of "Judas sinned" in order to prove that "Judas sinned" is necessarily true. What is required is proof of the statement by analysis of the two concepts, "Judas" and "sinning". A proof of this kind is possible where mathematical concepts are in question, but where the concepts are of individual existence, the analysis can never be completed. The important distinction is then, between "provable" and "improvable".

Ruth L. Saw

Seneca's followers

Seneca
edited by C. D. N. Costa
Routledge and Kegan Paul, £5.75
ISBN 0 7100 7900 1

Classical scholars tend to feel that Seneca enjoys a somewhat inflated reputation, largely owing to the influence he supposedly exerted on Elizabethan tragedy by his own tragedies, so seldom read; indeed, some may be almost relieved to find G. K. Hunter, at pains to emphasize that direct influence by Seneca is hard to isolate among many other influences operating at the time. (Italian tragedy, versus comedy. Miracle plays, and other Latin writers such as Terence and Ovid). He points out the differences arising from the fact that the Elizabethans wrote within a Christian framework which required that divine vengeance should be seen to be just, and not leave criminals rewarded for their acts of revenge, as often happens in Seneca. In particular, Hunter denies that Kyd's *Spanish Tragedy* was the vehicle for the transmission of Senecan characteristics to later Elizabethan tragedy; on the contrary, he maintains that it has no specifically Senecan traits, and the unified structure often claimed to be Senecan comes rather from "an impersonal but pervasive idea of justice" foreign to Seneca.

Seneca's own tragedies are fully dealt with by C. D. N. Costa who produces an excellent edition of *Medea* in 1973. He emphasizes that we should judge the plays by what they aim to be, not by what critics think they should have been, and sees them as "an attempt at a new form of literary drama". One, at least, is not simply the only surviving Latin tragedy; but unique in European literature.

Of Seneca's philosophical works, the *Moral Essays* are discussed by J. R. G. Wright who shows that the lectures of Seneca's style are often criticized for being largely from his rhetorical preoccupations, and are deliberately designed to make his appeal as immediate as possible. "The contemporary move away from large formal structures in rhetoric towards a greater emphasis upon immediate effect, fitted

very well with the type of writing which Seneca's philosophical aims required". D. A. Russell, discussing the letters to Lucilius, "probably Seneca's greatest achievement", rightly emphasizes three immediately attractive features which help to explain their popularity: the self-revelation of the vivid contemporary detail (e.g. the noises from the bath-house, a real-life commentary on Trimalchio's excesses before dinner in *Petronius*), and the literary criticism.

In the longest chapter in the book, G. M. Ross considers Seneca's philosophical influence on later writers, emphasizing that pre-eminently the Stoic philosophy regarded him as a popularizer; but as such he exercised considerable influence on popular thought and through it on Christianity. Few now believe that he was a Christian, and about possible contacts with Christianity Ross is prudently sceptical. He charts Seneca's popularity, and shows that among his admirers were men of such diverse talents as Abelard, Roger Bacon, Chaucer, Dante, Petrarch, Erasmus, Montaigne and Lipsius; there was even a kind of Seneca-cult in the late sixteenth century, but modern philosophy has had little use for either Seneca or Stoicism from the early seventeenth century onwards.

It was unfortunate for the posthumous reputation of a professor of moral teacher like Seneca that his best-known pupil should have been Nero; and succeeding generations have understandably wondered whether the failure could be traced somehow to Seneca's own weaknesses, in particular to the apparent contrast between his precepts and his practice. Miriam T. Griffin suggests reasonably that a human approach by one ready to admit his own failings may be more effective than the hollow-stone attitudes normally associated with Roman Stoicism (e.g. Cicero's picture of Cato in *pro Murena*).

On page 219 "do disguise" should read "do not disguise", and *videtur* is a fox not a wolf. However, misprints are few and unimportant, and this is an excellent book.

L. W. Bower

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All posts to commence October 1, 1975. Salary will be on scale £2,118 to £4,896 per annum, plus threshold payments. Membership of USS. Closing date for applications: June 14, 1975. Further particulars may be obtained from the Academic Registrar, Saint David's University College, Lampeter, Dyfed SA48 7ED.

THE UNIVERSITY OF SHEFFIELD

Applications are invited for TWO SENIOR POSTS in a multi-disciplinary Centre for Research on User Studies, financed by the British Library, for five years in the first instance. Project heads: Professor W. L. Saunders, Director of the Postgraduate School of Librarianship and Information Science and Dr. P. H. Mann, Reader in Sociology.

One post is for a social scientist (not necessarily a librarian) with substantial research experience in the field of social survey techniques. The other calls for a strong background in the librarianship/information science area. One of the two appointees will be Director of the Centre. Applicants should state if they wish to be considered for the Directorship.

Salaries within the range £4,707-£5,976. Any future salary awards to University Academic Staff would apply to these posts.

Details of the Centre and the posts from the Registrar and Secretary, The University, Sheffield S10 2TN to whom applications (2 copies) should be sent by 18th June, 1975. Quote ref. R247/D1.

BENDIGO INSTITUTE OF TECHNOLOGY

PRINCIPAL LECTURER ACCOUNTANCY

The Bendigo Institute of Technology is a College of Advanced Education offering tertiary level degree and diploma courses across a wide spectrum of disciplines. The Institute is pleasantly sited on a new 85 hectare campus, 6km. from the Bendigo city centre. At present the Institute is in the process of merging with a teacher education establishment and the combined college campus will be developed on the present Institute site and on adjacent land to be acquired. Bendigo has a population approaching 50,000 and is located some 150km. north-west of Melbourne. A wide range of schooling at primary and secondary levels and other facilities and amenities normally expected in a modern city of the size of Bendigo are available.

Applications are invited from suitably qualified persons to fill the position of Principal Lecturer in Accountancy. The appointee will be guaranteed equivalent employment within the combined College.

Salary: \$A18,312 p.a. (approx. £10,300 p.a.)

The Department of Accountancy offers a Diploma in Business Studies and is at present developing a multi-disciplinary degree course in Business Studies with a major stream in Accountancy which, it is envisaged, will be introduced in 1978.

The Institute is seeking a person with strong post-graduate qualifications relating to Business Studies, the major area of interest being Accountancy. This person should have a substantial background of industrial/accounting/business experience.

The Principal Lecturer will assume responsibility for the introduction and subsequent control of the Degree Course under the overall administrative control of the Head of Department.

Staff members may, with the approval of the Institute Council, engage in a limited amount of remunerative consulting activities.

The Institute will meet the costs of fares for the appointee and his family and will assist in payment of removal costs within certain limits.

Further particulars are available from the Academic Officer, Bendigo Institute of Technology, Flora Hill, Bendigo, Victoria, 3550, Australia, to whom applications should be forwarded by airmail before June 30, 1975.

THE NEW UNIVERSITY OF ULSTER

Vice-Chancellor

The University has been advised by its Vice-Chancellor, Dr. Norman Alan Burgess, that it is his intention to retire at the end of September, 1976.

A Joint Committee of the Council and the Senate has been set up to recommend the appointment of a successor. The Joint Committee will be pleased to hear of or from those who might wish to be considered for this office whether by personal letter or by nomination from others.

All communications should be marked personal and confidential.

W. T. EWING
Registrar and Secretary to the Joint Committee
Coleraine, N. Ireland

THE OPEN UNIVERSITY

Part-time Tutorial and Counselling Staff

Applications are invited for the following part-time posts to take effect from January, 1976:

Course Tutors and Tutor/Counsellors

In 1976 the University will be offering 99 courses in six broad areas: Arts, Educational Studies, Mathematics, Science, Social Science and Technology. The courses are based on an integrated structure of correspondence assignments, radio and television broadcasts and a regionally organized tutorial and counselling system.

COURSE TUTORS are responsible for commenting on and grading students' written assignments, for replying to queries about students' work and for conducting tutorials, normally at local study centres.

TUTOR/COUNSELLORS have duties similar to Course Tutors above in relation to the tuition of a group of students on one of the five Foundation Courses. They also have counselling responsibilities for a larger group of students on both Foundation and higher level courses, where they are required to give study advice to individual students and to help in organizing discussion groups at local study centres. The time needed for University duties varies according to individual contracts, but on average will occupy perhaps one evening per week or its equivalent for most of the year. Appointments will be for one year.

Applicants should be graduates with recent teaching experience in further, adult or higher education. To obtain application forms and further particulars send a P.O. ORDER to the Tutors Office (THEO), The Open University, P.O. Box 92, Welton Hall, Milton Keynes MK7 8AU. Early applications to advise and completed application forms should be submitted to one of the University's Regional Offices by Friday 20th, June.

(Note: Existing members of the University's part-time tutorial and counselling staff will automatically be sent application forms before the end of May.)

UNIVERSITY OF YORK

Department of History

TEMPORARY LECTURESHIP

Applications are invited for a Temporary Lectureship in the Department of History, University of York, for the period October 1, 1975 to June 30, 1976. The holder of the post will be responsible for the delivery of lectures and the supervision of students in the Department of History. The holder will also be responsible for the organization of the Department of History. The holder will be expected to contribute to the work of the Department of History. The holder will be expected to contribute to the work of the Department of History. The holder will be expected to contribute to the work of the Department of History.

Further particulars may be obtained from the Academic Officer, University of York, 100, The Wharfedale, York YO1 5DD. Applications should be sent to the Academic Officer by 18th June, 1975. Quote ref. 75/THS.

Murdoch University
Perth, Western Australia

Applications are invited for appointment to the following chairs at Murdoch University. Appointees will be expected to play major roles in developing undergraduate teaching in their fields, to encourage interdisciplinary studies, and to implement programmes of research and research training at the highest levels.

Chair of Animal Biology (EN.0308)

This will be the fourth chair in the School of Environmental and Life Sciences, the specialisations of the professors already appointed being environmental science, microbiology, and plant biology. The school is responsible for broad spectrum of disciplines including the study of animals, microbes and plants, at all levels of organization from the biochemical to the ecological. Research and teaching facilities include an animal house and a 10-hectare native fauna research unit on campus. Opportunities exist for participation in the activities of the School of Veterinary Studies and other schools within the University, such as the School of Social Inquiry which has particular interests in behavioural studies and in human development. Applicants will be considered from any field of zoology.

Chair in Communications Studies (EN.0307)

This will be the second chair in the School of Human Communication, the first being in Literature. From its inception the School has had a very strong humanistic base and is involved in programmes in Asian cultures and languages, Communication Studies, and Western Studies and other schools within the University, such as the School of Social Inquiry which has particular interests in behavioural studies and in human development. Applicants will be considered from any field of communication studies.

Chair in Education (EN.0309)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Applicants should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology in the school, will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

Chair in Psychology (EN.0306)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History, and Social Science. The major immediate responsibility of the professor now to be appointed will be as chairman of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing life-span, and aims to provide a framework for the various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

GENERAL: Murdoch University, the second to be established in Western Australia, was constituted in July, 1973, and enrolled its first 600 undergraduate and 80 post-graduate students in February of this year. It is expected that its enrolment will increase steadily to reach approximately 1,900 undergraduates and 300 postgraduates in 1978.

The University's educational plans and policies include commitments to a broad-based first year of undergraduate study, to the development of interdisciplinary programmes of study, to the provision of external studies, to a more than usually flexible admissions policy, and to professional programmes in teacher education and veterinary science. It is organized around six schools of study (Education, Environmental and Life Sciences, Human Communication, Mathematics and Physical Sciences, Social Inquiry, and Veterinary Studies), rather than the more traditional faculties and departments.

Murdoch University is located south of the Swan River, 13 kilometres from the centre of Perth, on a 174 hectare campus that is mainly under native bush. It is currently housed in five new major buildings, and it is expected that four further major buildings will be added during the triennium of 1976-78.

SALARY: \$A22,750 per annum.

Further information about these appointments, the University, and the conditions of appointment, including provision for superannuation, study leave, travelling and removal expenses, may be obtained from: The Secretary-General, Association of Commonwealth Universities (Acps), 38 Gordon Square, London WC1H 0PF, or The Personnel Officer, Murdoch University, Murdoch, W.A. 6153.

Applications, in duplicate, including all relevant information and the names and addresses of up to three referees, should be submitted as soon as possible to the Personnel Officer. Where applicants are resident in the United Kingdom, Europe or Africa, one further copy should be sent to the Association of Commonwealth Universities.

The closing date for applications is 18th July, 1975.

AUSTRALIA
AUSTRALIAN NATIONAL UNIVERSITY
HUMAN SCIENCES

Applications are invited for appointments to the following:

HEAD/SENIOR LECTURER AND LECTURER IN HUMAN ADAPTABILITY (two posts)

Appointment will be in the Human Sciences Programme, which began in 1972 on an experimental basis, but has now been accepted by the University as a continuing activity.

The Reader/Senior Lecturer will be the leader of the Programme and will be responsible to the Committee for Human Sciences (chaired by the Professor of Psychology) for academic matters and to the Dean of the Faculty of Science for administrative matters. The Lecturer will be responsible for the day-to-day running of the programme and will be expected to contribute to the work of the Programme.

The two persons appointed will be responsible for two full-time units, Human Ecology and Human Adaptability, which will be taught in the Faculty of Science in the first year of the three-year programme. These units are concerned with human adaptation to the environment, including physical, psychological, and social factors. The units will be taught in the Faculty of Science, which is a leading school in the University.

Salary: \$A15,000 per annum. Salary will be in accordance with the University's scale of salaries for full-time academic staff. The scale is based on the University's scale of salaries for full-time academic staff. The scale is based on the University's scale of salaries for full-time academic staff.

Other conditions: Tenure of office for five years. The holder of the post will be expected to contribute to the work of the Programme. The holder will be expected to contribute to the work of the Programme. The holder will be expected to contribute to the work of the Programme.

Applications should be sent to the Secretary-General, Association of Commonwealth Universities (Acps), 38 Gordon Square, London WC1H 0PF, or The Personnel Officer, Murdoch University, Murdoch, W.A. 6153.

EDINBURGH
THE UNIVERSITY
DEPARTMENT OF ECONOMIC HISTORY

Applications are invited for a Lecturer in the Department of Economic History. The holder of the post will be responsible for the day-to-day running of the department and will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department.

Salary: £2,118 to £4,896 per annum, plus threshold payments. Membership of USS. Closing date for applications: June 14, 1975. Further particulars may be obtained from the Academic Registrar, Saint David's University College, Lampeter, Dyfed SA48 7ED.

EXETER
THE UNIVERSITY
DEPARTMENT OF ECONOMIC HISTORY

Applications are invited for a Lecturer in the Department of Economic History. The holder of the post will be responsible for the day-to-day running of the department and will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department.

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JAMAICA
THE UNIVERSITY OF THE WEST INDIES

Applications are invited for the post of Lecturer in the Department of Economics. The holder of the post will be responsible for the day-to-day running of the department and will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department. The holder will be expected to contribute to the work of the department.

Salary: \$A15,000 per annum. Salary will be in accordance with the University's scale of salaries for full-time academic staff. The scale is based on the University's scale of salaries for full-time academic staff. The scale is based on the University's scale of salaries for full-time academic staff.

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Universities continued

LONDON

ALMA MATER
Applications are invited for the position of Lecturer in the Department of Mathematics. The successful candidate will be responsible for the teaching of Mathematics in the first and second years of the undergraduate programme. The salary is £12,000 per annum plus pension. Applications should be sent to the Registrar, University of London, 100, Strand, London WC2R 0AH.

MANCHESTER

THE UNIVERSITY
Applications are invited for the position of Lecturer in the Department of Mathematics. The successful candidate will be responsible for the teaching of Mathematics in the first and second years of the undergraduate programme. The salary is £12,000 per annum plus pension. Applications should be sent to the Registrar, University of Manchester, Oxford Road, Manchester M13 9PL.

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OXFORD

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SURREY

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DUNDEE COLLEGE OF TECHNOLOGY

RESEARCH STUDENTSHIPS
Applications are invited from honours graduates, or from students who expect to graduate this year, who wish to work on a higher degree, for studentships connected with the following projects:
DEPARTMENT OF ACCOUNTANCY AND ECONOMICS
WAGE DETERMINATION: with reference to a selected manufacturing industry. (Ref. A.E.1)
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
ULTRASONICS IN MEDICINE: the development of electronic circuitry and digital process. (Ref. E.E.1)
DEPARTMENT OF MECHANICAL AND INDUSTRIAL ENGINEERING
TURBULENT BOUNDARY LAYER FLOWS: Computational and experimental investigation. (Ref. ME.1)
MICROSTRUCTURE OF COPPER BASE ALLOYS: Effects of rolling. (Ref. ME.2)
COPPER ALLOYS SUBJECTED TO CYCLIC STRESS: Effects of various environments. (Ref. ME.3)
For studentship A.E.1 candidates should possess a good honours degree in Economics with a statistical or econometric content; for studentship E.E.1, a good honours degree in Electrical Engineering or in Applied Physics and Electronics; for studentship ME.1 and ME.2, a good honours degree in Mechanical Engineering or an appropriate alternative discipline. For studentship ME.3, a good honours degree in Metallurgy or an appropriate alternative discipline. Further details and application forms may be obtained from the Assistant Secretary (Administrative), Dundee College of Technology, Bell Street, Dundee, DD1 1TH. Please quote the appropriate reference number.

CAMBRIDGE

THE UNIVERSITY
Applications are invited from honours graduates, or from students who expect to graduate this year, who wish to work on a higher degree, for studentships connected with the following projects:
DEPARTMENT OF EDUCATION
THEORY OF EDUCATION: with reference to a selected educational system. (Ref. E.D.1)
DEPARTMENT OF LITERATURE
THEORY OF LITERATURE: with reference to a selected literary movement. (Ref. L.L.1)
For studentship E.D.1 candidates should possess a good honours degree in Education; for studentship L.L.1, a good honours degree in Literature. Further details and application forms may be obtained from the Assistant Secretary (Administrative), Cambridge University, 100, Market Street, Cambridge CB2 3RQ. Please quote the appropriate reference number.

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Polytechnics

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY
SCHOOL OF SPEECH THERAPY
LECTURER
IN SPEECH PATHOLOGY AND THERAPEUTICS
Qualified Speech Therapist for Diploma of Licensure course of the College of Speech Therapists. A B.Sc. degree course is in preparation.
Salary in range £2,670-£5,412, plus Threshold Agreement Payments.
Assistance with removal expenses.
Details from Director, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR.

Thames Polytechnic
SCHOOL OF CIVIL ENGINEERING
Senior Lecturer/Lecturer
Applications are invited from graduates Civil/Structural Engineers with professional qualifications for two lecturing posts in the School of Civil Engineering. The work of the school includes Honours Degrees, HND and HNC courses, and postgraduate research.
Applicants for Senior Lecturer should have expertise in the field of Structural Design; those for Lecturer should have a particular interest in Soil Mechanics, Research and consultancy are encouraged.
A one-year temporary or part-time lecturership would be considered for a qualified civil engineer wishing to contribute on a short term basis to the work of the School in the subjects of Structural Analysis, Design and Technology.
Salary scales:-
Senior Lecturer: £4,200-£5,010 (bar) - £5,412
Lecturer: Grade II: £2,670-£4,476
plus £230 London allowance and payments under the threshold agreement, currently £228.88 per annum.
Further particulars and forms of application may be obtained from the Secretary, Thames Polytechnic, Wellington Street, London SE18 6PF, to whom completed applications should be returned by 10 June 1976.

THE POLYTECHNIC HUDDERSFIELD
Department of Applied Chemical and Biological Sciences
RESEARCH ASSISTANTS
£1,269 p.a. plus £229 threshold allowance
Required to carry out investigation in the following fields:-
Heterocyclic chemistry
Properties of complex
Organometallic chemistry and transition metals
Thermal analysis
Successful candidates will register for either the C.N.A.A., M.Sc. or Ph.D. degree.
Further details and application forms, which should be returned within 14 days, from the Establishment Office, The Polytechnic, Queensgate, Huddersfield.

THE POLYTECHNIC HUDDERSFIELD
Department of Applied Chemical and Biological Sciences
RESEARCH ASSISTANTS
£1,269 p.a. plus £229 threshold allowance
Required to carry out investigation in the following fields:-
Heterocyclic chemistry
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Organometallic chemistry and transition metals
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Successful candidates will register for either the C.N.A.A., M.Sc. or Ph.D. degree.
Further details and application forms, which should be returned within 14 days, from the Establishment Office, The Polytechnic, Queensgate, Huddersfield.

THAMES POLYTECHNIC
SCHOOL OF BUSINESS AND MANAGEMENT
Division of Accountancy, Finance and Law
LECTURER II IN ACCOUNTING
Applications are invited from qualified Accountants (ICMA, ICA or ACA), preferably with Foundation Course in Accountancy, for a Lecturer II post in the Division of Accountancy, Finance and Law. The successful candidate will be responsible for the teaching of Accounting in the first and second years of the undergraduate programme. The salary is £12,000 per annum plus pension. Applications should be sent to the Registrar, Thames Polytechnic, Wellington Street, London SE18 6PF.

THAMES POLYTECHNIC
SCHOOL OF BUSINESS AND MANAGEMENT
Division of Accountancy, Finance and Law
LECTURER II IN ACCOUNTING
Applications are invited from qualified Accountants (ICMA, ICA or ACA), preferably with Foundation Course in Accountancy, for a Lecturer II post in the Division of Accountancy, Finance and Law. The successful candidate will be responsible for the teaching of Accounting in the first and second years of the undergraduate programme. The salary is £12,000 per annum plus pension. Applications should be sent to the Registrar, Thames Polytechnic, Wellington Street, London SE18 6PF.

PLYMOUTH POLYTECHNIC
SCHOOL OF BEHAVIOURAL AND SOCIAL SCIENCE
PRINCIPAL LECTURER IN SOCIOLOGY
To be Head of the Sociology Teaching Group
Applicants should possess a good first degree in Sociology, together with a higher degree and appropriate teaching and research experience. A wide interest in Sociology, with, preferably, a special interest in Sociological theory, is required.
The successful candidate will be required to lead a young bright and enthusiastic team of sociologists and social scientists in academic and research development.
Salary Range: £5,001-£5,613-£6,429 p.a. plus £228.88 Threshold payment.
Further particulars and application forms available from the Personnel Office, Plymouth Polytechnic, Drake Circus, Plymouth, PL4 8AA, to be returned by Friday, 6th June, 1976.

The Polytechnic of North London
Assistant Director (Resources)
Application is invited from persons with good academic qualifications and substantial organizational experience in tertiary education for the post of Assistant Director (Resources) in the Polytechnic. It would be advantageous if applicants had an interest complementary to those of existing members of the Directorate which are in the areas of Science and Management and preferably in the field of Humanities or the Social Sciences.
The salary for this post has not yet been finally determined but is expected to be in the region of £9,000.
Further information and application forms may be obtained from the Clerk to the Court of Governors, Polytechnic of North London, Holloway Road, London N7 8DB. Completed application forms should be returned to the Clerk by 16th June, 1976.

KINGSTON POLYTECHNIC
School of Economics and Politics
PRINCIPAL LECTURER
Applicants should have a higher degree and considerable experience in teaching and research in Economics and Politics. The successful applicant will be expected to exercise leadership in the development of the School's development and to play an important role in the School's academic work.
The appointment will be made in one of the following fields:
ECONOMICS
POLITICS
QUANTITATIVE METHODS
PUBLIC ADMINISTRATION
Salary scales £5,001-£5,613 (bar) - £6,429 plus London allowance and threshold payment. The appointment is to start as soon as convenient.
Further details and application forms from Applications Officer, Kingston Polytechnic, Penryn Road, Kingston upon Thames KT1 2EA 01-89 1265.

Leeds Polytechnic
Department of Life Sciences
LECTURER II IN CLINICAL NURSING
To teach mainly on the B.Sc. in Nursing Courses in the Clinical situation. Applicants must be State Registered Nurses and either Registered Nurse Tutor or Registered Clinical Nurse Teachers. Additional nursing or health visiting qualifications will be an advantage.
The course is associated with the Leeds Area Health Authority (Teaching) Eastern District.
Salary Scale:
Lecturer II: £2,670-£4,476 (with a possible extension to the Senior Lecturer Scale £4,200-£5,010 (bar) - £5,412)
Plus Threshold Agreement
Details from:
The Academic Office (CN.13) Leeds Polytechnic, Calverley Street, Leeds LS1 3HE.
Closing Date: 8th June 1976.

Leeds Polytechnic
Department of Life Sciences
LECTURER II IN CLINICAL NURSING
To teach mainly on the B.Sc. in Nursing Courses in the Clinical situation. Applicants must be State Registered Nurses and either Registered Nurse Tutor or Registered Clinical Nurse Teachers. Additional nursing or health visiting qualifications will be an advantage.
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Plus Threshold Agreement
Details from:
The Academic Office (CN.13) Leeds Polytechnic, Calverley Street, Leeds LS1 3HE.
Closing Date: 8th June 1976.

LONDON
CITY OF LONDON
RESEARCH ASSISTANTS
Applications are invited for posts as research assistants in the following areas:
Code A: ANATOMY
Code B: PHYSIOLOGY
Code C: BIOCHEMISTRY
Code D: MICROBIOLOGY
Code E: CELL BIOLOGY
Code F: IMMUNOLOGY
Code G: GENETICS
Code H: DEVELOPMENTAL BIOLOGY
Code I: PLANT BIOLOGY
Code J: ZOOLOGY
Code K: ENVIRONMENTAL BIOLOGY
Code L: MARINE BIOLOGY
Code M: AGRICULTURAL BIOLOGY
Code N: MEDICAL BIOLOGY
Code O: VETERINARY BIOLOGY
Code P: BIOPHYSICS
Code Q: BIOMATHEMATICS
Code R: BIOTECHNOLOGY
Code S: BIOMEDICAL ENGINEERING
Code T: BIOMATERIALS
Code U: BIOMEDICAL RESEARCH
Code V: BIOMEDICAL SCIENCE
Code W: BIOMEDICAL TECHNOLOGY
Code X: BIOMEDICAL ENGINEERING
Code Y: BIOMEDICAL RESEARCH
Code Z: BIOMEDICAL SCIENCE
Code AA: BIOMEDICAL TECHNOLOGY
Code AB: BIOMEDICAL ENGINEERING
Code AC: BIOMEDICAL RESEARCH
Code AD: BIOMEDICAL SCIENCE
Code AE: BIOMEDICAL TECHNOLOGY
Code AF: BIOMEDICAL ENGINEERING
Code AG: BIOMEDICAL RESEARCH
Code AH: BIOMEDICAL SCIENCE
Code AI: BIOMEDICAL TECHNOLOGY
Code AJ: BIOMEDICAL ENGINEERING
Code AK: BIOMEDICAL RESEARCH
Code AL: BIOMEDICAL SCIENCE
Code AM: BIOMEDICAL TECHNOLOGY
Code AN: BIOMEDICAL ENGINEERING
Code AO: BIOMEDICAL RESEARCH
Code AP: BIOMEDICAL SCIENCE
Code AQ: BIOMEDICAL TECHNOLOGY
Code AR: BIOMEDICAL ENGINEERING
Code AS: BIOMEDICAL RESEARCH
Code AT: BIOMEDICAL SCIENCE
Code AU: BIOMEDICAL TECHNOLOGY
Code AV: BIOMEDICAL ENGINEERING
Code AW: BIOMEDICAL RESEARCH
Code AX: BIOMEDICAL SCIENCE
Code AY: BIOMEDICAL TECHNOLOGY
Code AZ: BIOMEDICAL ENGINEERING
Code BA: BIOMEDICAL RESEARCH
Code BB: BIOMEDICAL SCIENCE
Code BC: BIOMEDICAL TECHNOLOGY
Code BD: BIOMEDICAL ENGINEERING
Code BE: BIOMEDICAL RESEARCH
Code BF: BIOMEDICAL SCIENCE
Code BG: BIOMEDICAL TECHNOLOGY
Code BH: BIOMEDICAL ENGINEERING
Code BI: BIOMEDICAL RESEARCH
Code BJ: BIOMEDICAL SCIENCE
Code BK: BIOMEDICAL TECHNOLOGY
Code BL: BIOMEDICAL ENGINEERING
Code BM: BIOMEDICAL RESEARCH
Code BN: BIOMEDICAL SCIENCE
Code BO: BIOMEDICAL TECHNOLOGY
Code BP: BIOMEDICAL ENGINEERING
Code BQ: BIOMEDICAL RESEARCH
Code BR: BIOMEDICAL SCIENCE
Code BS: BIOMEDICAL TECHNOLOGY
Code BT: BIOMEDICAL ENGINEERING
Code BU: BIOMEDICAL RESEARCH
Code BV: BIOMEDICAL SCIENCE
Code BW: BIOMEDICAL TECHNOLOGY
Code BX: BIOMEDICAL ENGINEERING
Code BY: BIOMEDICAL RESEARCH
Code BZ: BIOMEDICAL SCIENCE
Code CA: BIOMEDICAL TECHNOLOGY
Code CB: BIOMEDICAL ENGINEERING
Code CC: BIOMEDICAL RESEARCH
Code CD: BIOMEDICAL SCIENCE
Code CE: BIOMEDICAL TECHNOLOGY
Code CF: BIOMEDICAL ENGINEERING
Code CG: BIOMEDICAL RESEARCH
Code CH: BIOMEDICAL SCIENCE
Code CI: BIOMEDICAL TECHNOLOGY
Code CJ: BIOMEDICAL ENGINEERING
Code CK: BIOMEDICAL RESEARCH
Code CL: BIOMEDICAL SCIENCE
Code CM: BIOMEDICAL TECHNOLOGY
Code CN: BIOMEDICAL ENGINEERING
Code CO: BIOMEDICAL RESEARCH
Code CP: BIOMEDICAL SCIENCE
Code CQ: BIOMEDICAL TECHNOLOGY
Code CR: BIOMEDICAL ENGINEERING
Code CS: BIOMEDICAL RESEARCH
Code CT: BIOMEDICAL SCIENCE
Code CU: BIOMEDICAL TECHNOLOGY
Code CV: BIOMEDICAL ENGINEERING
Code CW: BIOMEDICAL RESEARCH
Code CX: BIOMEDICAL SCIENCE
Code CY: BIOMEDICAL TECHNOLOGY
Code CZ: BIOMEDICAL ENGINEERING
Code DA: BIOMEDICAL RESEARCH
Code DB: BIOMEDICAL SCIENCE
Code DC: BIOMEDICAL TECHNOLOGY
Code DD: BIOMEDICAL ENGINEERING
Code DE: BIOMEDICAL RESEARCH
Code DF: BIOMEDICAL SCIENCE
Code DG: BIOMEDICAL TECHNOLOGY
Code DH: BIOMEDICAL ENGINEERING
Code DI: BIOMEDICAL RESEARCH
Code DJ: BIOMEDICAL SCIENCE
Code DK: BIOMEDICAL TECHNOLOGY
Code DL: BIOMEDICAL ENGINEERING
Code DM: BIOMEDICAL RESEARCH
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Code DO: BIOMEDICAL TECHNOLOGY
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Code DW: BIOMEDICAL TECHNOLOGY
Code DX: BIOMEDICAL ENGINEERING
Code DY: BIOMEDICAL RESEARCH
Code DZ: BIOMEDICAL SCIENCE
Code EA: BIOMEDICAL TECHNOLOGY
Code EB: BIOMEDICAL ENGINEERING
Code EC: BIOMEDICAL RESEARCH
Code ED: BIOMEDICAL SCIENCE
Code EE: BIOMEDICAL TECHNOLOGY
Code EF: BIOMEDICAL ENGINEERING
Code EG: BIOMEDICAL RESEARCH
Code EH: BIOMEDICAL SCIENCE
Code EI: BIOMEDICAL TECHNOLOGY
Code EJ: BIOMEDICAL ENGINEERING
Code EK: BIOMEDICAL RESEARCH
Code EL: BIOMEDICAL SCIENCE
Code EM: BIOMEDICAL TECHNOLOGY
Code EN: BIOMEDICAL ENGINEERING
Code EO: BIOMEDICAL RESEARCH
Code EP: BIOMEDICAL SCIENCE
Code EQ: BIOMEDICAL TECHNOLOGY
Code ER: BIOMEDICAL ENGINEERING
Code ES: BIOMEDICAL RESEARCH
Code ET: BIOMEDICAL SCIENCE
Code EU: BIOMEDICAL TECHNOLOGY
Code EV: BIOMEDICAL ENGINEERING
Code EW: BIOMEDICAL RESEARCH
Code EX: BIOMEDICAL SCIENCE
Code EY: BIOMEDICAL TECHNOLOGY
Code EZ: BIOMEDICAL ENGINEERING
Code FA: BIOMEDICAL RESEARCH
Code FB: BIOMEDICAL SCIENCE
Code FC: BIOMEDICAL TECHNOLOGY
Code FD: BIOMEDICAL ENGINEERING
Code FE: BIOMEDICAL RESEARCH
Code FF: BIOMEDICAL SCIENCE
Code FG: BIOMEDICAL TECHNOLOGY
Code FH: BIOMEDICAL ENGINEERING
Code FI: BIOMEDICAL RESEARCH
Code FJ: BIOMEDICAL SCIENCE
Code FK: BIOMEDICAL TECHNOLOGY
Code FL: BIOMEDICAL ENGINEERING
Code FM: BIOMEDICAL RESEARCH
Code FN: BIOMEDICAL SCIENCE
Code FO: BIOMEDICAL TECHNOLOGY
Code FP: BIOMEDICAL ENGINEERING
Code FQ: BIOMEDICAL RESEARCH
Code FR: BIOMEDICAL SCIENCE
Code FS: BIOMEDICAL TECHNOLOGY
Code FT: BIOMEDICAL ENGINEERING
Code FU: BIOMEDICAL RESEARCH
Code FV: BIOMEDICAL SCIENCE
Code FW: BIOMEDICAL TECHNOLOGY
Code FX: BIOMEDICAL ENGINEERING
Code FY: BIOMEDICAL RESEARCH
Code FZ: BIOMEDICAL SCIENCE
Code GA: BIOMEDICAL TECHNOLOGY
Code GB: BIOMEDICAL ENGINEERING
Code GC: BIOMEDICAL RESEARCH
Code GD: BIOMEDICAL SCIENCE
Code GE: BIOMEDICAL TECHNOLOGY
Code GF: BIOMEDICAL ENGINEERING
Code GG: BIOMEDICAL RESEARCH
Code GH: BIOMEDICAL SCIENCE
Code GI: BIOMEDICAL TECHNOLOGY
Code GJ: BIOMEDICAL ENGINEERING
Code GK: BIOMEDICAL RESEARCH
Code GL: BIOMEDICAL SCIENCE
Code GM: BIOMEDICAL TECHNOLOGY
Code GN: BIOMEDICAL ENGINEERING
Code GO: BIOMEDICAL RESEARCH
Code GP: BIOMEDICAL SCIENCE
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Code GT: BIOMEDICAL SCIENCE
Code GU: BIOMEDICAL TECHNOLOGY
Code GV: BIOMEDICAL ENGINEERING
Code GW: BIOMEDICAL RESEARCH
Code GX: BIOMEDICAL SCIENCE
Code GY: BIOMEDICAL TECHNOLOGY
Code GZ: BIOMEDICAL ENGINEERING
Code HA: BIOMEDICAL RESEARCH
Code HB: BIOMEDICAL SCIENCE
Code HC: BIOMEDICAL TECHNOLOGY
Code HD: BIOMEDICAL ENGINEERING
Code HE: BIOMEDICAL RESEARCH
Code HF: BIOMEDICAL SCIENCE
Code HG: BIOMEDICAL TECHNOLOGY
Code HH: BIOMEDICAL ENGINEERING
Code HI: BIOMEDICAL RESEARCH
Code HJ: BIOMEDICAL SCIENCE
Code HK: BIOMEDICAL TECHNOLOGY
Code HL: BIOMEDICAL ENGINEERING
Code HM: BIOMEDICAL RESEARCH
Code HN: BIOMEDICAL SCIENCE
Code HO:

Colleges of Further Education

QUEEN MARGARET COLLEGE
EDINBURGH

A Scottish Central Institution

Applications are invited for appointment to a post of

LECTURER IN DIETETICS

Candidates should have a Degree in Nutrition, Chemistry or a Biological Science, together with a Diploma in Dietetics.

The appointment, which will take effect in September, 1978, is in the Science Department and will include responsibility for teaching of students following courses in Dietetics, Home Economics and Life Sciences.

The salary scale for the post is £2,670-£5,010 (bar) -£5,412. In addition a cost of living supplement of £229.68 per annum is payable.

Further particulars and application form may be obtained from The College Secretary, Clerwood Terrace, Edinburgh, EH12 8TS. Telephone 031-334 8111.

Colleges of Art

HUMBERSIDE COUNTY COUNCIL

HULL REGIONAL COLLEGE OF ART

School of Fine Art
C.N.A.A. B.A. (Hons.)
Fine Art Course

For September, Practising Artist as Studio Tutor offering a visual art specialisation in the Fine Art area. Appointment to be made at Senior Lecturer or Lecturer Grade II Level, depending on experience.

Salary, Lecturer II Scale, £2,670 to £4,476 plus threshold payments. Senior Lecturer Scale, £4,208 to £5,010 plus threshold payments.

Further details and application form from the Principal, Regional College of Art, Wilberforce Drive, Hull, N. Humberside. Tel. 0482 224311.

Courses

THE UNIVERSITY OF BIRMINGHAM
FACULTY OF COMMERCE AND SOCIAL SCIENCEPostgraduate
Studies

1975/76 S.S.R.C. STUDENTSHIPS

S.S.R.C. studentships available for eligible students who wish to pursue postgraduate studies leading to the degrees of M.Sc., B.Sc. or Ph.D. in the following fields:

- | | |
|---|-----------------------------------|
| Graduate School of Economics | Sociology |
| Economics | Social Administration |
| Mathematical Economics | Political Science |
| Econometrics & Social Statistics | Local Government & Administration |
| Industrial Economics & Business Studies | Urban and Regional Studies |
| Accounting | West African Studies |
| Economic and Social History | |
| Research and East European Studies | |

For further particulars and application forms, write as soon as possible to: Assistant Registrar (C), The University of Birmingham, Birmingham B15 2TT quoting ref: 25/77H.

The University of Birmingham

Plymouth Polytechnic offer

POST GRADUATE
C.N.A.A. DIPLOMA

and other courses in

EDUCATIONAL TECHNOLOGY

(also courses in C.C.T.V.)

Final Enrolments now being taken for 1975/76 session

Full details from:

The Registrar, Polytechnic, Plymouth, PL4 8AA

General Vacancies



East Sussex

EAST SUSSEX COLLEGE OF
FURTHER EDUCATION (Readvertisement)Appointment
of Director

The County Council wish to appoint a Director of this new College of Higher Education in Eastbourne, which has recently been approved by the Secretary of State for Education and Science and which will come into existence in September 1978. The new College of 1,300 students will be formed from three existing Colleges of Education.

Chelms	(Physical Education)
Eastbourne	(General)
Seaford	(Home Economics)

Salary: £9,192 per annum (related to a Group 7 college) plus threshold payment.

The County Council are looking for a Director with vision and imagination to establish this new College. The successful candidate is expected to take up post in advance of the formation of the College so that he or she may play a full part in planning the College. Application forms (with further particulars) may be obtained from the Chief Education Officer (Ref. PK) and should be returned to him at the Education Department, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, Sussex BN7 1SG, by not later than 6th June, 1978.

CAREERS
OFFICERS—
For Older/Abler
Pupils—ESHERAnd Further and Higher
Education—REIGATE

Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service.

Salary: At Esher—AP4/5 (£2,925-£3,432) and at Reigate—SC1 (£3,565-£3,804) both plus Superannuation. The post holder will be responsible for the careers work of the school and will be expected to have a good knowledge of the local area and to be able to advise on further education and training opportunities. Temporary accommodation may be available.

Closing date: two weeks after appearance of this advertisement.

Further details and application forms from the County Education Officer, County Hall, Kingston Upon Thames, KT1 2D1. Tel: 01-871 1055 Ext. 549.

SURREY

NORTHERN IRELAND

THE SOUTH-EASTERN EDUCATION
AND LIBRARY BOARDVICE-PRINCIPAL
OF NEWCASTLE TECHNICAL
COLLEGE, CO. DOWN

Applications are invited from suitably qualified persons for the post of Vice-Principal of Newcastle Technical College, Co. Down.

The successful candidate will take up duty on 1st September, 1975, or as soon as possible thereafter.

As a Group 2 (to be reviewed on 1st September, 1978) the Vice-Principal's salary will fall in the range £25,541 plus payments under the Threshold Agreement.

Further information and application forms (to be returned by 30th May, 1978) may be obtained from the Chief Officer, SOUTH-EASTERN EDUCATION AND LIBRARY BOARD, 18 WINDSOR AVENUE, BELFAST BT9 9ER. A pre-addressed envelope must be enclosed.

ileA INNER LONDON
EDUCATION AUTHORITYAssistant
Education Officer
Further and Higher Education
£7,911 to £8,744

(including allowances) with opportunity for progress to £9,192.

The Assistant Education Officer, Further and Higher Education will be responsible for central planning for and management of all Inner London Colleges including Polytechnics, and for the administration of the Authority's scheme of students' awards.

He/She will be expected to play a full part in evolving policy for the Education Department as a whole. Administrative, organisational, and negotiating skills of a high order will be required.

Further information and application forms from the Education Officer (EO/Estab RA1), The County Hall, London SE1 7PB. Forms to be returned by 6 June 1978.

Overseas

ADELAIDE COLLEGE OF
ADVANCED EDUCATION

Applications are invited for the post of:

ASSISTANT LECTURER OR
LECTURER in
READING EDUCATION

Courses offered by the College provide the academic and vocational training for teachers in secondary schools in the fields of arts, science, economics, commercial studies, music, sports, drama and physical education. At present the College needs an Assistant Lecturer in Reading Education and a Graduate Diploma in Teaching and a Graduate Diploma in Education. The post holder will be expected to have a good knowledge of the local area and to be able to advise on further education and training opportunities. Temporary accommodation may be available.

The College presently offers reading education programmes with the Advanced Diploma in Teaching and in Education. The post holder will be expected to have a good knowledge of the local area and to be able to advise on further education and training opportunities. Temporary accommodation may be available.

Salary: At Esher—AP4/5 (£2,925-£3,432) and at Reigate—SC1 (£3,565-£3,804) both plus Superannuation. The post holder will be responsible for the careers work of the school and will be expected to have a good knowledge of the local area and to be able to advise on further education and training opportunities. Temporary accommodation may be available.

Closing date: two weeks after appearance of this advertisement.

Further details and application forms from the County Education Officer, County Hall, Kingston Upon Thames, KT1 2D1. Tel: 01-871 1055 Ext. 549.

Regional management centres

from Mr T. K. Reeves
Sir—The wholly negative review by Mr Nelson of the prospects for the new regional management centres (THES, April 25) cannot be allowed to pass unchallenged. It is true that few institutions designated as RMCs are seemingly as paralysed by the organizational and personal difficulties involved in effecting a merger between departments in different colleges that they have so far failed to get off the ground.

But it is simply not true that these problems are insurmountable. As Mr Nelson points out, one of the first RMCs to flourish was based on two separate institutions, and its success in overcoming the organizational obstacles cannot be dismissed as due simply to the presence of a "dominant partner". To do so is entirely to ignore the role played by creativity, vision, and the setting of opportunities in a word entrepreneur's ability—in launching a new institution, factors which have surely played a part with all the RMCs that have been successful in getting off the ground. Having the right organizational conditions is a help, but it is not sufficient.

The final analysis the RMCs will be judged by their successes, not by a few designated RMCs that were still-born.

Yours faithfully,
T. K. REEVES,
Reader in Management Studies,
Anglian Regional Management Centre, Romford, Essex.

Student learning

from Dr Brian Garvey
Sir—Mr A. R. Roberts's suggestion that teachers in higher education benefit from "some basic instruction" in principles of teaching (THES, April 14) is a welcome one.

The main problems of teaching in higher education are related to whether or not the students should be listening to a particular lecture at all. The alternatives to "listening" as a means of learning are many: workshop or laboratory exercises (even in the arts), seminars, tutorials, projects, structured modules or units for individual learning. The report from the Nuffield Foundation group mentioned most of them (THES, February 7). What is most needed is research into the effects of these different types of teaching on students' learning.

In the University of Zambia teachers are made very aware of the cultural as well as the generational gap between them and their students, and they are thereby brought to asking whether the learning methods which in Britain are good many years ago are necessarily suitable for undergraduates in Lusaka today.

For this reason our university is at present establishing an Educational Research and Curriculum Development Unit aimed primarily at the university's own curricula and one of the first priorities of this unit is to be an investigation of the learning processes among our own students.

One might wonder whether even in Britain there is such a close community of culture between lecturers and their students as to preclude the need for such investigations.

Yours faithfully,
BRIAN GARVEY,
Senior Lecturer in Education,
University of Zambia.

LETTERS TO THE EDITOR

University salaries

from Professor J. Yarwood and others
Sir—The correspondence on university salaries featured in your April 25 issue might well have been captioned "The other man's grass is always greener...". Since Houghton, so some of your correspondents would suggest, salaries in polytechnics are reaching the sky whilst academic activity, particularly research, is doing just the reverse.

By coincidence on page 2 in that issue, your paper mentioned the appearance of both Imperial College and this polytechnic at LABEX: mention was made of a display by us in the area of field emission particle detection which is, incidentally, but a fraction of the research work going on in this institution. In the School of Engineering and Science there are currently nearly 60 research fellows, students and assistants, sponsored by research councils, private and industrial organizations both in the United Kingdom and overseas.

We do run degree courses, too, in fact, we started the first one in 1911 and we have been running them ever since. Indeed, one of your correspondents is not quite right in suggesting that, whilst most polytechnic staff had experience of polytechnics, the converse was not true. Some university staff started here.

Perhaps we can end as we began, with a cliché. "If you can't beat them...". Of course, we don't

have too many vacancies just now either. Yours faithfully,
J. YARWOOD,
Dean of School of Engineering and Science,
Imperial College,
J. C. MARSDEN,
Sub-Dean, Science Division,
L. de CHERNATONY,
Lecturer in Physics,
Polytechnic of Central London.from Sally Minogue
Sir—The university lecturers' views on salaries you published (THES, April 25) seem obsessively concerned with being paid less than their polytechnic counterparts. Do they ever stop to consider how their bleatings sound to those being paid less than university lecturers?

I teach in a university as a tutorial assistant. I do not lecture, but I give tutorials (on average eight a week), run a third year special option, examine for the final degree, interview candidates for degree places, and attend department meetings.

This week, for example, my teaching load is 10 hours, and while this is certainly less than my overworked colleagues (in the English department of Leicester University) I know that it is more than enough to keep me busy. I am not a lecturer in any university department, English and otherwise.

At the same time I am required by my appointment to do research. I am 28 and earn £1,800 a year after seven years postgraduate experience, five of which have

nics have not published a unit cost study and that it was difficult to avoid the impression of quoting PCL against the rest of the universities.

The Committee of Polytechnic Directors have, however, commissioned a study of polytechnic unit costs which will enable a full range of activities of polytechnics, mid-career courses, evening courses, sandwich and undergraduate studies to be brought in to give the full picture of the cost of our total endeavour.

I surmise that the results of this study, which should be completed in a month's time, will show that at least in two cases the unit cost of polytechnic education overall is less expensive in London than outside, and thus remove the main plank of your article.

I reiterate my pious hope expressed earlier in this letter that these unit cost studies will have as much publicity as the rather out of date and pioneering studies made for 1971-72.

Yours sincerely,
HECTOR JELL,
Lecturer,
Polytechnic of Central London.

Poly unit costs

from Mr Hector Jell
Sir—All of us here at the Polytechnic of Central London welcome your interest in the difficult and contentious subject of unit costs as expressed in Alan Cane's brief article (THES, April 18).

PCL was the first polytechnic to make the study of its unit costs and its first report is the basis of your article. We very much hope that this is the harbinger of more detailed and reliable studies of cost-effectiveness in higher education.

You will not be surprised if this first venture of yours in this complicated field has led to some criticism and comments particularly amongst staff who feel that their own particular schools have been unfairly represented. The figures for the PCL which you quote are substantially correct, but given somewhat crudely, if I may say so, without apparently any notice taken of the small print of our unit cost report.

Thus you speak of the unit cost of

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